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**CLEVELAND SCHOOLS**  
*the Nineteenth Century*

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L. C.







Yours truly  
Wm. J. Akers.


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# Cleveland Schools In the Nineteenth Century

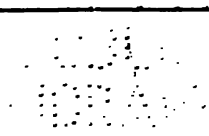
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WM. J. AKERS

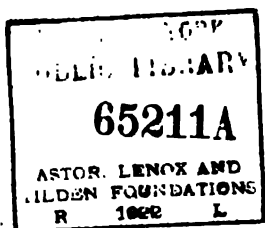


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TO THE MEMORY OF

CHARLES BRADBURN

TO WHOM, MORE THAN ANY OTHER MAN  
THE CLEVELAND SCHOOLS  
OWE THEIR PRESENT  
GREATNESS



## P R E F A C E

With the close of the Nineteenth century, the Cleveland schools have been in existence nearly 100 years. During that time they have become the equal of any public schools in the world. Eminent educators, both of the United States and of the Old World, have time and again testified to their superiority. A desire to preserve the record of the early schools, and of the work of the men who put Cleveland's educational system upon a permanent basis, has led to the publication of this volume. Much valuable information concerning the early schools has become inaccessible by the destruction of early records, and by the death of Cleveland pioneer educators. Every year the task of telling the story of the early schools becomes more difficult. The facts presented in this volume were taken from official records, and from the testimony of men who lived in Cleveland in the early days.

I desire to acknowledge my obligations to Mr. Edward L. Clough and Attorney W. A. Rogers for valuable assistance rendered in compiling this volume. I am also indebted to Director of Schools Bell, Secretary Horace L. Rossiter, Superintendent of Instruction Jones and their assistants for much information.

WM. J. AKERS.

Cleveland, Feb. 1, 1901.



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**CLEVELAND SCHOOLS**  
**IN THE NINETEENTH CENTURY**



## CLEVELAND SCHOOLS IN THE NINETEENTH CENTURY.

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### CHAPTER I.

Early Cleveland Schools—James W. Wallace's Experience—Closing of the Rev. Stephen Peet's School—Cleveland Village Purchases a School Building—The Academy.

Little is known of the history of the early Cleveland schools. No record has been kept and those who lived when education was first taking root in the Forest city have passed away.

The first schools were private schools. It was not until 1836 that the first City Council gave to the people a school that was free. The legislature had done little for free schools, and what little school legislation that had been enacted, contemplated that the schools should be assisted by private contributions.

For 30 years before the Council opened a free school the children of the early settlers were taught at private schools, which increased in number as the town grew. Tradition says that as soon as there were three families in Cleveland, a school was opened for their five children. This was about 1800. In the year 1810 Cleveland's population had increased to 57 and it is thought that a small school was conducted in that year. In these early days Sarah Doan had charge of a school conducted in a log cabin near the Kingsbury's on the Ridge Road, and Squire Spafford's daughter, Clara, kept school in the front room of Alonzo Carter's log cabin. The number of scholars in both schools did not exceed 25.

Mr. James W. Wallace, in a letter to the Hon. Samuel Williamson, tells of a school conducted in the village in 1813. "I obtained my first schooling," writes Mr Wallace,

"in Euclid under the instruction of Harman Bronson, boarding in Deacon Doan's family. \* \* \* Next Brother George T. and self boarded in the family of old Mr. Gunn, on the property now known as the Whitman farm in Newburg, and attended school taught by a lady whose name I do not remember. \* \* \* In June, 1813, father took George and me to Warren, Trumbull county, where we attended school taught by a lady (I think that her name was Jerusha Guile) till January, 1814. There were no schools in Cleveland until after the beginning of that year. Then I attended one taught by a Mr. Capman. He used a small frame building standing on the Case lot, afterwards used as a shelter for the 'old white horse.' The pupils were all small. I can almost see them sitting around on three sides of the room, and I recollect a little incident that happened in the school which caused Mr. Capman's dismissal."

Rev. Stephen Peet conducted a school in Newburg during the winter of 1814-15. The school closed with an exhibition given in the large upper room of Samuel Dille's log cabin, situated on what is now Broadway. The room was crowded with the best people of Cleveland and Newburg. The program consisted of selections from the "Columbian Orator" and "American Preceptor," including "The Conjuror," "The Dissipated Oxford Student," and "Brutus and Cassius."

Mr. Wallace also speaks of a school conducted by a Mr. Foote in 1814-15. That, too, closed with a brilliant exhibition given in "the building where Almon Kingsbury afterwards kept store." In an address found in the "Annals of the Early Settlers Association," Samuel Williamson, father of the present Judge Williamson, tells of going to school in a barn which stood back of the American House, between that and the brow of the hill. "I should not remember that, perhaps, but for one or two circumstances," he says. "I know a severe, heavy storm of wind, hail and rain came from the west and blew through the cracks and knot holes of the barn, and the school was broken up for that day. Of course it was not a finished

building at all; it was merely built of planks, logs, sticks, etc. Afterwards there was a shed, so called, that stood where the Commercial building now stands. (1880). There was a school also, taught by the late Benjamin Carter, in a little, old building that stood on Water street. It was kept there, I think, two winters. Afterwards we went to the old court house and occupied, in the first place, the family room. Later we went up stairs and occupied that room when the court was not in session."



SCHOOL HOUSE OF 1817.

George Watkins, one of the pioneers of Cleveland, speaks of some early school houses in the country surrounding the village of Cleveland. "My first recollection of a school house," says he, "was one on Fairmount street, and a second, a big log house on Giddings avenue. This (the second) was built in 1822, and I began to attend there the same year. The building was about 15 by 20 feet. It was called a block house because the logs were hewn out between the sides. It was lighted by five windows. The old stone fire place was six feet wide across. On three sides of the room was a platform seven or eight feet wide and about one foot high. An upright board was placed one foot away from the



edge of the platform. Here the little children sat, the board serving for the back of their seats. On the platform and against the wall, at the proper height was the writing desk of the older pupils. The desk was continuous around three sides of the room. The seats, like the desks, were of unplanned slabs, each running parallel with the desk. When it was writing time, the boys and girls had to swing their feet over and proceed to business. We wrote with a goose quill, and every morning the master set our copies and mended our pens. We had school but three months in the winter."

In 1816, the inhabitants erected a wooden school building on the east side of the lot now occupied by the Kenard House on St. Clair street in a grove of oak trees. The building was 24x30 and much resembled the country district school house of the present time. There were six windows in the building, and they were built so high that the children could not look out. This small building was the first school property ever owned by Cleveland as a corporation. In the year 1817, the trustees of the village of Cleveland passed a resolution ordering that the parties who contributed towards the erection of the building be reimbursed, and declaring that the corporation was to be the sole owner of the school house. In what manner the village secured the money to purchase this building is a mystery. The first mention of a school tax in the legislation of Ohio is found in the first general school law of the state enacted in 1821. That they did purchase it, is evident, but without any legal right to do so.

The contributors to the fund for the erection of the school house numbered 25, and they subscribed \$198.70, in sums ranging from \$2.50 to \$20.00.

But while the village owned the school house, a free public school was not conducted there. Teachers, who were thought to be qualified, were given the rent of the building free. Only the very poor were admitted without tuition. As the teachers were given the sole management of the school they conducted, it was really a private school. During the

summer of 1816, James Wallace attended school there and was taught by a lady teacher. Luther M. Parsons was the teacher during the winter of 1816-17. For six months' service he was paid \$190.00, and boarded by the inhabitants.

George B. Merwin, in "The Annals of the Early Settlers," states that when this school was first opened there were 24 scholars in regular attendance and "that the young men in the town were assessed to pay the master for the amount of his wages for the children of those parents who were unable to do so." Religious services were held regularly in the little building. A class in singing was taught there by Herschel Foote, who came from Utica, N. Y., and opened the first book store in the village.

A demand for a school of higher grade was soon felt, and in 1821 the inhabitants who had sold out their interest in the little school house, erected a two-story building of brick. In those days it was called the Cleveland Academy, by the proud citizens. Later, and for many years, it was known as the Old Academy. It was located opposite the school house sold to the corporation. The building was about 45 feet long and 25 feet wide, and in the centre was a tower containing a bell which called forth the admiration of all. For a time, only the lower floor was used for school purposes. It was divided into two rooms, and two grades of school were established. The upper room was rented for church and other purposes for several years, until it was needed as a school room. Then the Senior department went up stairs. Rev. William McLane was the first teacher in the new building. He opened school there on June 26, 1822. His scholars paid tuition as follows: Reading, spelling and writing, \$1.75 per term of twelve weeks; grammar and geography, \$1.00; Greek, Latin and mathematics, \$4.00. Following McLane came a Mr. Cogswell, of Connecticut, a Yale graduate. These men remained but a year or two. Harvey Rice came to the Academy as principal in September, 1824. The two lower rooms were occupied by lady teachers, his assistants, while he presided over the larger and more unruly scholars on the second floor. In

the spring of 1826, Mr. Rice resigned his position and gave his time to other work. Private schools were kept running in the Academy for a period of twelve or fifteen years. During the same time, there were a large number of private Primary schools in different parts of the town. In 1830 the corporation entered into negotiations for the purchase of the Academy building. A contract was drawn up and



THE ACADEMY.

signed, but the town trustees refused to ratify the agreement. On August 26th the trustees repudiated the contract by the passage of a resolution. The fore part of the resolution, giving the reason of the trustees for failing to carry out the contract, is as follows:

“Be it resolved by the trustees of the village of Cleveland, That there having been no corporation tax levied the

present year for the purpose of paying the interest or principal, or both, or any part of either or both, claimed by the stockholders or shareholders, or their assigns, of the brick school house in said corporation, to be due from said corporation on a supposed contract for the sale of said school-house from said stockholders or shareholders to said corporation; and said trustees not recognizing any such contract," etc.

## CHAPTER II.

**The First Public School — Miss Van Tyne's Ragged School — Appointment of Board of School Managers — First School Ordinance — Early School Reports — Location of Early Public Schools — Building of Prospect and Rockwell School Houses — Outline of Organization of the Schools — Prospect School Program of Exercises.**

The first public school was conducted in the old Bethel chapel in 1836, at the corner of Diamond and Superior street hill. It grew out of a Sunday school which was established by Sarah Van Tyne, in an old basement in the slums, down by the river. The children of the neighborhood were steeped in vice and ignorance, and were rapidly becoming criminals. When the school was first opened, it was found that owing to the ignorance of those who attended, religious instruction was out of the question. Accordingly, Miss Van Tyne decided to first teach the youngsters to read. It was soon found that much better progress could be made with a day school, and one was opened. When the Bethel chapel was built in 1833, the school was moved to the basement of the church. The school was for the poor only, and was supported entirely by charity. This Ragged school, as it was called, was likely fashioned after the Ragged school which came into life in Cleveland two decades later, and which flourished for a long time.

In 1836, Cleveland became a city and on the first of April of that year its organization under a charter from the state was effected. Under that charter the Common Council was given authority to establish a school system. It was provided that each ward should constitute a school district until such time as the City Council made a division of any ward into two or more school districts. The Council was also given authority to purchase or secure by donation a

lot of land in each school district as sites for school houses, and to erect in each district a substantial school house. By the same law, a Board of School Managers was created, which was required to cause a school to be kept in each school district for at least six months of the year. The Board was given authority to make such regulations for the government and instruction of the white children in the city as should appear proper and expedient. The members should examine and employ teachers; fix the teachers' salaries subject to the approval of the Council; make repairs on school houses and purchase supplies, but subject to the consent of the Council, when the supplies or repairs exceeded ten dollars a year. At the close of each year, they were required to certify to the Council the expense incurred in the support of the schools.

To raise money for the schools the Council was authorized to levy a tax of one mill for buildings and sites, and one mill for the expenses of the operation of the schools.

At the meeting of the Council, June 9, 1836, Mr. Wm. Craw introduced the following resolution, which was adopted:

"Resolved, that a committee be and is hereby appointed to employ a teacher and an assistant to continue the Free school to the end of the quarter, or until a school system for the city shall be organized, at the expense of the city."

Under this resolution the city took charge of the old Bethel Ragged school and conducted it with much success. In the Council proceedings of the meeting of June 22nd, it is stated that "Mr. Dockstadter presented an ordinance for the levy and collection of a school tax." This was probably the first attempt that had been made to tax the people for schools.

R. L. Gazlay, principal of the Free school, in a report to the Council on September 22, 1836, said that for the quarter ending September 20th, 1836, 229 children had received instruction, and that the expense of maintaining the school had been \$131.12. An important step in the history of the schools was taken by the Council on the evening of October

5, 1836, when the first Board of School Managers was appointed. The Board consisted of the following persons: John W. Willey, Anson Hayden and Daniel Worley. On November 16th, 1836, Mr. Baldwin introduced into the Council a resolution directing that an enumeration of the youth of the city between the ages of 4 and 21 be taken. On March 29, 1837, the Board of School Managers reported that the cost for the common Free school for the quarter ending March 29, 1837, had been \$185.77. They urged the necessity of spending more money for free schools and the urgent need of new school houses. The total receipts on account of the school fund for the year ending March 18, 1837, were \$2,576.41, and the expenditures were \$301.55, leaving a balance on hand of \$2,274.86.

Cleveland then had a population of 5,000, and school houses and better schools were badly needed. Andrew Freese in his "Early History of the Cleveland Public Schools," estimates that there were 800 children attending the public and private schools of the city. A very large majority of the youth of the city were receiving instruction in the private schools. The city maintained but the one school and that had an enrollment of less than 300. A large number of the citizens were demanding the erection of school houses in the various wards. The records of the City Council show that on March 29, 1837, Mr. Noble introduced a resolution requesting the committee on schools "to ascertain and report as soon as convenient what lots may be purchased, the price and terms of payment, to be used for school purposes—two in the First ward, one in the Second ward, and one in the Third ward."

In April of 1837, the Council created a new Board of School Managers as follows: Samuel Cowles, Samuel Williamson and Phillip Battell.

The Council took a most important step in July, 1837, when it passed an ordinance establishing a system of schools. This ordinance was as follows:

"Section 1. Be it ordained by the City Council of the City of Cleveland, That the school committee of the Coun-

cil is hereby authorized to procure, by lease, suitable buildings or rooms for the use of the city, to be occupied as school rooms, as hereinafter provided, under the authority of the city; provided, that such buildings or rooms shall be appropriated by the Board of Managers of common schools. The expense of the lease of the same shall not exceed one-half the amount which the City Council is authorized to appropriate annually for the construction of buildings for school purposes.

"Section 2. The school committee of the Council is further authorized and instructed to provide, at the expense of the city, the needful apparatus and furniture for the buildings or rooms thus provided, and the added expense of which shall not exceed the limits prescribed in the first section of this act.

"Section 3. It is further ordained that the Board of Managers of common schools in the city is hereby authorized to establish, immediately, on the premises provided aforesaid, such schools of elementary education as to them shall seem necessary, and procure instructors for the same. The term or session of such schools shall commence on the 24th of July, instant, and continue four months, to-wit: till the 24th day of November next.

"Section 4. It being provided that such schools are to be supplied from the revenue of the city set aside for said purposes, so that the expense of tuition and fuel in said schools shall not be permitted to exceed said specified revenue.

"Passed July 27, 1837."

The School Managers immediately started the work of organizing the schools under the provisions of the ordinance. What was accomplished during the next two years is best told in the annual reports of the School Managers for those years. They are given in full:

"The Board of Managers of the common schools in this city respectfully submit their annual report for the year 1837-8.

"At the commencement of the last year, the Bethel Free



school was in operation, supported by the city. It was conducted in two departments, for boys and girls respectively, by a male teacher and female assistants. It had upon its lists 140 pupils, and an average attendance of 90. The annual expense for tuition was about \$700.

"The ordinance for the establishment of the common schools within the city was passed in July. Under this ordinance suitable rooms for schools were provided by the school committee of the Council, in reference to which, three school districts, comprising the whole city, were allowed by the Board as soon as possible. Two schools for the sexes respectively were opened in each district, which were sustained somewhat short of four months, up to the 24th of November, as limited in the ordinance. Three male and three female teachers were employed for the full term. The average attendance at each school was not less than 40 pupils, and the whole expense for tuition \$640.82. The winter term commenced on the first of December, and continued to the first of April. Six schools, as before, were opened at the time, and an increased number being necessary, a child's school, in addition, was established in each of the two more populous districts. Eight schools, therefore, during the winter, were sustained, employing three male and five female teachers. There were 840 names on the school lists, and an aggregate average attendance of 468. The expense for tuition was \$868.62.

"The schools have been wholly free and open to all within their districts legally admitted to their privileges. The boys and girls have been entirely separate, the former taught by male and the latter by female teachers. The child's schools were designed for the younger scholars of both sexes and are taught by female teachers. The teachers have been critically examined before being employed, and the schools duly inspected, as required by the charter. The wages given have been, to female teachers \$5 per week, and to male teachers \$40 per calendar month. A uniform selection of books has been prescribed by the Managers, which, by arrangements with the teachers, have been furnished to the schools at wholesale prices.

"In October a census was taken under the direction of the Board of Managers, of all persons within the city between the ages of 4 and 21. The number was found to be 2,132, viz.: In the First ward, 918; in the Second, 599; and in the Third, 665. The numbers reported from the teachers' list during the last term are: Total of pupils, 840; in the boys' schools, 413; in the girls' schools, 268; in the child's schools, 168; between the ages of four and eight, 328; between eight and fourteen, 403; over fourteen, 113.

"The concern of fuel during the year has been chiefly left to the school committee of the Council. The expense in that department has not probably exceeded \$125.

"The aim of the Board of Managers during the late years has been to commence the establishment of a system of schools answering to the intentions of the city charter, to be supported by a definite income of the treasury appropriated to this object.

"The school income of the city for the last year amounted to \$2,830, the tax of the city for school purposes being one-half of a mill, and the general school tax claim through the county treasury one mill and a half. The increase of the state tax by the late law will raise the amount to \$3,500. The city being authorized to increase its own tax to one mill, the common school fund might be increased to \$4,300. The expense of sustaining twelve district schools on the present plan, with eight female and four male teachers, for ten months of the year, would be \$3,300. By this plan three schools are established in each district, the boys and girls being separate, and the younger children by themselves, being so divided as to be conducted with most efficiency and economy. Such a number of schools would accommodate an average of 720 pupils, which is a third of the whole number privileged to attend.

"Some inequality during the last year in the management of the schools has resulted from the want of suitable rooms in the Second ward. Accommodations for the permanent schools are particularly needed for the use of that ward. In reference to the location of our present school

houses and the convenience of the citizens, it is important that a fourth school district should be regularly established.

"SAMUEL COWLES,

"SAMUEL WILLIAMSON,

"PHILIP BATTELL,

*"Board of Managers.*

## SECOND ANNUAL REPORT.

The Board of Managers of the common schools of the City of Cleveland respectfully submit a brief report for 1838-9:

"The proceedings of the Board of Managers, previous to the spring term of 1838, have been fully disclosed in a former report submitted to the City Council at the close of the winter term for that year; but as it was not at that time understood, it was thought advisable again to present the same, that in connection with the present brief statements, the proceedings of the Board from the commencement of their duties under the ordinance of July, 1837, up to the present time may be more fully made known to the Council.

"On the first of May, 1838, there were commenced nine schools; four of them taught by male and five by female teachers. In the First district of the First ward, one male and two female teachers were employed, and in each of the other districts were employed one male and two female teachers, who were continued through a term of five months.

"The winter term commenced with the same number of teachers being employed in the several districts, with the addition of one other female school in the Third ward, and an additional female school was opened on the third of December in the First district of the First ward, all of which were continued through the term. In the several schools have been taught the common English branches of education; in some of the schools considerable progress has been

made in the higher branches, as history, the natural sciences, etc.

"The number of scholars who have attended these schools is 823; the average attendance has been 588; making the present number attending the schools quite too many, and being only about one-fourth of the number of youths in the city who are legally privileged to attend.

"The compensation to the teachers has been at the same rate as during the last year; the expense of fuel during the winter term has been \$112.

"The treasurer reports \$4,048.83 of school fund in the treasury.

"The unpaid expenses of the past term, subject to be drawn from this fund, are some \$515, which will leave a balance of over \$3,500.

"SILAS BELDEN,

"HENRY SEXTON,

"HENRY W. DODGE,

*"Board of Managers."*

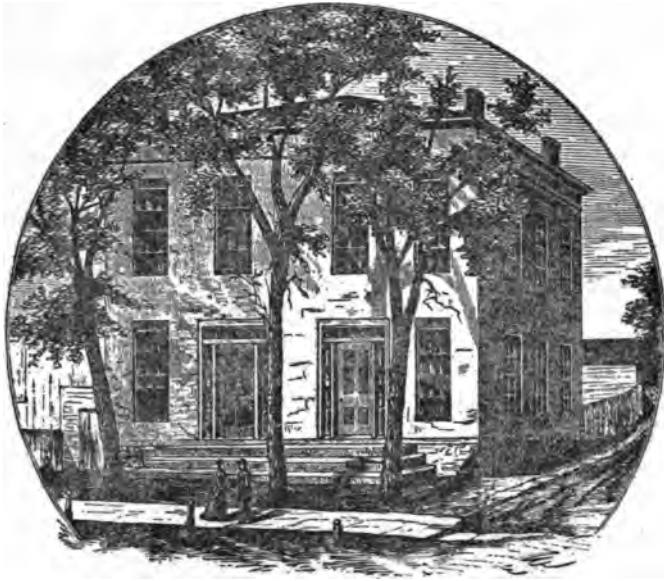
"Cleveland, April 3, 1839."

During these two years the schools were kept in rented buildings and the accommodations were very poor. There was a school in the Farmers' block, the block where the Prospect House is now located; there was also one in a building on High street. A paint shop and a building formerly used as a grocery store were converted into school rooms in the Second ward. Public schools were also conducted in the Academy building, the city renting it for that purpose until July, 1839, when it, with the lot on which it stood, passed into the city's hands for a consideration of \$6,000.

The agitation for the erection of city school buildings was kept up during these two years by the friends of popular education. In the Council, J. A. Foot, B. F. Andrews and George Mendenhall led the fight for new school buildings. In the spring of 1839, victory came to those who had labored so hard and so long. The following resolution was introduced into the Council by J. A. Foot:

“Resolved, That it is expedient for the city to procure a lot of land 150x200 feet and to erect thereon such a school house as will accommodate 200 scholars, in four departments, in each of the four districts of the city.”

The introduction of the resolution occasioned a lively discussion. It was finally referred to the committee of which Harvey Rice was chairman. The committee, after giving the



PROSPECT STREET SCHOOL HOUSE, ERECTED IN 1840.

subject careful consideration, reported that two such lots, with a building upon each, of the capacity named in the resolution, would be sufficient. The Council adopted the report of the committee.

A lot was thereupon purchased on Rockwell street in the Second ward, and one on Prospect street in the First ward. The contract for erecting the two buildings was let to Warner & Hickox for \$3,500 each. The price included out-buildings, fences, etc. The two buildings were of the same



CHARLES BRADBURN.

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size, 45 feet 4 inches by 45 feet 4 inches. Both were two stories in height, and alike in other particulars.

During the spring of 1840, the Rockwell street building was completed, and the fall of that year saw the Prospect street building finished. The new buildings did not suffice to accommodate all the children who desired to attend school. During the fall of 1840, fully 1,000 pupils asked for admission. The Academy and the two new buildings had a capacity for seating about 600 pupils. Nine hundred were crowded into the three buildings, however. It was soon found that the buildings were much too crowded for school work, and they were relieved by re-opening some of the rooms that had been used before the new buildings were completed.

R. L. Gazlay was the first teacher employed in the public schools. Luther Hunt was his assistant during the winter of 1837. At the beginning of the fall term of 1837, the teachers were W. M. Phillips, C. W. Fullerton, H. C. Skinner, Malinda Slate, Marietta Pelton and Eliza Johnson. At the beginning of the winter term, January 1, 1838, the following teachers were engaged:

C. M. Fullerton,	Eliza Johnson,
J. W. Gray,	Marietta Pelton,
N. C. Skinner,	Malinda Slate,
Julia Butler,	• Elizabeth Armstrong.

From 1838 to December, 1840, the following are among the teachers who taught in the schools:

N. A. Gray,	Maria Stanley,
B. B. Merrill,	Maria C. Blackmer,
Simeon Collins,	Louisa Kingsbury,
F. J. Blair,	Caroline Belden,
L. S. Ely,	Abby Fitch,
J. Read,	Sarah M. Thayer,
Maria Sheldon,	L. E. Southworth,
Sophia Converse,	Mrs. J. G. Whitney,
Maria Underhill,	Mary A. Wheeler.
Louisa Snow,	



The following general outline of the schools, as organized at the beginning of the winter term, Dec. 10, 1840, is taken from the "Early History of Cleveland Public Schools," by Andrew Freese:

### ROCKWELL STREET SCHOOL.

Number of Pupils, 270.

#### TEACHERS.

##### SENIOR—

Boys' department, N. A. Gray.

Girls' department, Elizabeth Armstrong.

##### PRIMARY—

Boys' department, Abby Fitch.

Girls' department, Louisa Kingsbury.

### PROSPECT STREET SCHOOL.

Number of Pupils, 275.

#### TEACHERS.

##### SENIOR—

Boys' department, A. Freese.

Girls' department, Sophia Converse.

##### PRIMARY—

Boys' department, Emma Whitney.

Girls' department, Sarah M. Thayer.

### WEST ST. CLAIR STREET SCHOOL.

(Academy.)

Number of Pupils, 240.

#### TEACHERS.

##### SENIOR—

Boys' department, George W. Yates.

Girls' department, Louisa Snow.

##### PRIMARY—

Boys' department, Julia Butler.

Girls' department, Caroline Belden.

BETHEL SCHOOL.

(Corner of Vineyard and James streets.)

Number of Pupils, 155.

TEACHERS.

UNGRADED—

Boys' department, F. J. Blair.

Girls' department, Maria Sheldon.

SCHOOL CORNER OF PROSPECT AND ONTARIO  
STREETS.

Number of Pupils, 55.

PRIMARY—

Boys and Girls—Eliza Johnson, teacher.

SCHOOL ON CHESTNUT STREET.

Number of Pupils, 46.

PRIMARY—

Boys and Girls—(Name of teacher not found).

As yet no attempt had been made to adopt a uniform system of text books. Many different text books on the same subject were used in the same schools. It was impossible, under such circumstances, to classify the scholars properly, and the result was a great multiplicity of classes. This is shown in the following interesting program of daily exercises used in the Prospect street school during the early years of its organization:

ORDER OF EXERCISES.

A. M.

1. Scripture reading.
2. Class in English reader.
3. Class in Porter's rhetorical reader.
4. Class in Historical reader.
5. Class in Angell's No. 2 reader.

6. First class in Smith's geography.
7. Recess.
8. Second class in Smith's geography.
9. Parley's History of the United States.
10. Class in Smith's grammar.
11. Second class in spelling.
12. Third class in spelling.

P. M.

1. Class in Historical reader.
2. Class in Angell's No. 2 reader.
3. Class in Kirkham's grammar.
4. Class in Adams' arithmetic.
5. First class in Smith's arithmetic.
6. Recess.
7. Second class in Smith's arithmetic.
8. Third class in Smith's arithmetic.
9. Class in algebra.
10. Class in natural philosophy.
11. First class in spelling.

### CHAPTER III.

**Five Years of Charles Bradburn's Administration—Office of Acting Manager is Created—First Pleas for a High School—Council Refuses to Establish a Colored School—Burning of Champlain Street School House—Kinsman Street School House—Consolidation of Boys' and Girls' Departments of Prospect Street School House.**

On the evening of March 29, 1841, the Council elected the following School Managers for the ensuing year: Charles Bradburn, George Willey, Charles Stetson and Madison Kelley. The first two were destined to have more to do with the up-building of the Cleveland public schools than any other man or men who have ever been associated with the schools in any way. Charles Bradburn has justly been called "the father of the Cleveland schools." George Willey's work was of inestimable value to the schools. The two men worked together. Bradburn looked after the business interests of the schools. He, more than any body else, was responsible for the school buildings erected, and the wonderful progress the schools made during the 20 years he gave to them. George Willey had more to do with the educational end of the schools. His reports to the Council as Acting Manager are full of recommendations for improving the work in the several schools.

Mr. Bradburn served as a member of the Board of School Managers from 1841 to 1848, when the Council retired him, owing to his active work in the interests of the High school. He was again elected as a member of the Board in 1852 and in 1853. He was at the head of the Board from 1856 to 1860. In all, he served on the Board for

13 years, and during those years was at the head of the schools. His work for the schools was not, by any means, confined to his work on the Board. He did much work in getting necessary school legislation at Columbus, and in April, 1854, he entered the City Council for the express purpose of helping the public schools. Mr. Bradburn, while actively engaged in business, gave one-fourth of his time to the school work.

George Willey served on the Board for 15 years. It is said that he gave so much of his time to school work that his law partner complained that the business of the firm suffered as a result.

While the schools were under the direct supervision of the School Managers, there was no one person whose business it was to look after them. There was a feeling that somebody should be designated to keep the accounts of the Board, and to have a general charge of the schools. Accordingly, the Council, on March 29, 1841, created the office of Acting School Manager. It was provided that Madison Kelley should perform the duties named in the ordinance at the pleasure of the Council, and that at each annual election of School Managers the Council should designate one of the School Managers to perform the duties of Acting Manager.

Section two of the ordinance provided that the Acting School Manager shall "keep a set of books in which he shall open an account with each teacher in the employ of the city, and to make an actual entry of all moneys paid to, and of services rendered by, said teacher." He was also required "to keep an actual account with each school district in which he shall make an entry of all moneys paid for the benefit of such district, whether for teaching, rent, or other purposes."

Section three provided that "the said Manager shall be required to provide fuel, take charge of the buildings and fixtures, and certify to the Council the correctness of all accounts against the city for teaching, or for rents, fuel, repairs, for fixtures, or about the school houses."

During the years 1841-42 the sum of \$4,000.79 was expended for schools. Of this amount, \$3,809.58 was paid out for teachers' salaries, and \$191.21 for fuel. Concerning the financial outlook for the schools, the Board of School Managers had this to say in their annual report submitted to the Council, March 29, 1842: "Owing to the late re-valuation law of the state, the amount to be derived in the future for the support of the schools will be diminished over \$1,100 annually. Thus the amount collected for schools under the tax of 1840 was \$4,232.23, while the amount collected under the new valuation in 1841, which is subject for order for the current expense of tuition and fuel for the ensuing year, is only \$3,127.22. Assuming the present rates paid for teachers and fuel are continued, there will be a deficit from last year of \$870.57."

At the time the annual report was submitted there were 15 schools in the young city. During the winter of 1842, according to this annual report, there were 1,200 pupils attending the public schools, and over 100 scholars, in some instances, were crowded together in one room. In the spring, however, the attendance fell off considerable, and the Board, in their report, recommend the closing of two schools during the summer months.

Male teachers were receiving \$40 per month, and female teachers \$5 per week. The School Managers say in their report that the annual compensation paid teachers "is as low as will command good preceptors, and lower than is paid in neighboring cities."

The Bethel school, which had been conducted in the basement of the Bethel chapel, was removed in 1841 to a small wooden building erected for its use, at the corner of Champlain and Seneca streets. The building soon proved too small, and on February 1, 1842, we find Mr. Bradburn asking the Council for its enlargement. The petition indicates how meager were the accommodations furnished the school, and how modest these pioneers in school building were in their demands for money. The petition follows:

"The undersigned would respectfully represent to your Honors, that the school house near the old market is too small to accommodate the scholars in that district; the increase of scholars in that district for the last year has been nearly 100 per cent., the school rooms are now about 14x24 feet, and the average attendance in each school is about 75 scholars. If this state of affairs is to continue, it must prove destructive to the health of both scholars and teachers. An addition of 15 feet to the end of the building will cost about \$50, and will make the rooms sufficiently large for the schools as they exist at present. It is desirable that your Honors should act in this matter without delay, that the rooms may be enlarged during the approaching vacation.

"C. BRADBURN,

"M. KELLEY.

"Cleveland, February 2, 1842."

The next week the Council authorized the improvement, and the building was enlarged.

On March 29, 1842, of the same year, the Council re-appointed the Board of School Managers to serve for another year.

The schools of the city were becoming more crowded each month, and Mr. Bradburn directed his efforts to getting authority for the erection of more school buildings. On May 30, 1842, he asked the Council to direct the school committee "to inquire into the propriety of establishing a new Primary school in the First ward, in the vicinity of the Pittsburg House." The request was granted and the committee instructed to make an investigation. The committee reported the same evening, favoring the proposition, on condition that the school house "be built with the bonds of the city, payable in one year, and that the lease of a lot on which to erect the building, be donated." Objection to the plan was raised in the Council, and by a vote of 6 to 3 the report was laid on the table. Nothing was accomplished toward establishing the school during the year, and in the

annual report of the School Managers, presented to the Council in the spring of 1843, they earnestly request the establishment of the school, as well as one for the accommodation of the small children in the vicinity of Merwin street.

The schools were still ungraded, but at the principal buildings there were Senior and Primary departments. Each of these departments had two schools, one for boys and one for girls.

The years 1842-43 were hard ones financially for the schools. The small amount of money received for schools under the new valuation of 1841, made it necessary for the Board of Managers to exercise the greatest economy in school management. Wages were cut, and only those schools were kept open that were absolutely necessary. There were 14 schools in operation, taught by four male and 14 female teachers. Attending these schools were 1,067 scholars, with an average daily attendance of 645, being an average register to each school of 76, and an average daily attendance at each school of 46. The pay of male teachers was reduced from \$40 a month to \$32.50 per month, and the wages of the female teachers were cut from \$5 a week to \$4.40 a week. The reduction was cheerfully submitted to by the teachers. The schools that year cost \$3,824.52, of which \$3,686.05 was paid for teachers' salaries, and \$138.47 for fuel. The amount received from the county treasurer for the support of the schools was but \$2,526.18, leaving a deficiency of \$1,298.44 for the year.

The schools, while very successful and conducted at a very small expense per capita, met with great opposition during these early years. So great and so bitter had the opposition become that in their annual report of that year, the Board of Managers referred to it in these words: "The Board of Managers have noticed, with the most painful feelings, the attempts that have been made during the past year to prejudice the public mind against our present system of free schools. To effect this, there have been found among us, men, base enough to circulate the most atrocious



slanders against teachers, scholars, and managers. The high moral character of the teachers, and the exemplary conduct of the scholars, has commended them to the support and confidence of this community, and is a triumphant vindication of their respectability and usefulness."

The shortage of school funds, and the necessity for more schools and school buildings, led to the starting of a movement for the passage of a law by the state legislature giving the Council authority to levy additional taxes for school purposes. A memorial was introduced into the Council by Mr. Hayward, at the suggestion of Mr. Bradburn, asking the legislature to take such action. It was adopted by the Council, and the legislature later granted the prayer of the petitioners.

Heretofore, teachers' examinations had been held several times a year in different parts of the county. In the spring of 1843, the County Examining Board, composed of F. W. Thayer, J. W. Gray and George Willey, decided to hold all the examinations in Cleveland. Accordingly, a circular was issued to the teachers, announcing that examinations would be held on the first Tuesday of April, July and October, 1843, and on the first Tuesday of January, 1844, in the session room in the Stone church. The regulations required that the teachers must pass a "thorough examination in spelling, and the rudiments of the English language, as contained in Webster's spelling book; they must be good readers both in prose and poetry, evince a thorough knowledge both in the rules and practice of arithmetic, and furnish satisfactory evidence of good moral character." Section three of the regulations provided that "certificates will be given to applicants for such other branches only as they shall, upon examination, appear qualified to teach."

The Board of Examiners expressed their gratification at the increased efficiency of the schools. Concerning the increased number of proficient teachers in the county at the time, the Examining Board had this to say in their circular

to the teachers: "When the Board, as at present constituted, commenced their term a year ago, it was apprehended that a sufficient number of well-qualified teachers would not be found in the county to supply all the districts. Therefore, the doubtful policy of our predecessors in granting certificates, having but six months to run, to those not as well qualified as they should be, was adopted. It is believed that no such necessity now exists, and all applicants will be required to pass a thorough examination."

In regard to school books, the Board recommended the use of Webster's Spelling Book, Adams' New Arithmetic, Smith's Grammar, Mitchell's or Woodbridge's School Geography.

In May, 1842, the Council directed the School Managers to sell the Academy bell. The proceeds of the sale, together with \$50, were expended in fitting up the Academy grounds. In the fall of 1844 the Council entered into a contract with N. Qackenbush to ring the bell in the Baptist church at 9 a. m., 12 m., and 9 p. m. For this work he was paid \$15 a year.

Owing to the continued shortage of school funds there was no increase in the number of schools or teachers in the school years of 1843-44. There was a great need of more schools and more teachers, but there was no money at hand to supply either. Mr. Bradburn, in his annual report, given to the Council in the spring of 1844, says that 1,150 scholars received instruction during the year. The average daily attendance was 48 to each school, which gave to some of the schools a larger number of scholars than could be well taught by one teacher. The 14 schools were kept open but nine months, the city having shortened the school year one month in order to save money for the purpose of starting two additional Primary schools the following year.

In the annual report of 1844, Mr. Bradburn made his first plea to the Council for the establishment of a Central High school. In these words he calls the attention of the Council to the necessity for a High school: "The present

classification of our free schools, subject them to the reproach that only the elements of an education are taught. We believe that the best interests of our city require that this objection should be obviated by the establishment of a school of instruction in the higher branches of knowledge. Algebra, geometry, mechanical-philosophy, political economy, and the many other branches of useful knowledge, cannot profitably be taught by any of our schools as now organized." Later in the report Mr. Bradburn urges the Council to take the necessary steps towards the erection of "two buildings for Primary schools, and one (to be centrally located) for a High school."

Commenting on the fact that the schools had been managed with great economy, Mr. Bradburn says "that with an increase since 1840 of more than 25 per cent. in the number of scholars educated in the free schools, the expenditures have been less for the last three years by 25 per cent. than for the three years ending March, 1841."

Notwithstanding the small amount of school money received from taxation, Mr. Bradburn had planned the expenditures so carefully that had the Council been so disposed, that body could have established the two additional Primary schools and a High school, as recommended. The expenditures for the year ending March 23, 1844, were as follows: For tuition, \$2,911.60; for fuel, \$150; for miscellaneous expenses, \$209.34; total expenditures for the year, \$3,270.94. The Managers estimated the expenses for the next year, for 16 Grammar and Primary schools, and for one High school, as follows: For tuition, \$4,500; for fuel, \$200; total, \$4,700. To meet this, there was on hand \$3,213. The Board recommended a tax of one mill on the city valuation, which would give \$1,200, leaving but \$287 to be provided for.

During the year, Mr. Bradburn, through the liberality of two citizens, offered the Board the use of two suitable lots for school house purposes. The Council failed to take action in regard to accepting them or erecting buildings

thereon, and in the spring of 1844, the lots had been otherwise disposed of.

In April, 1843, the colored people of the city made a request for the establishment of a separate colored school. The matter was brought to the attention of the Council on April 8, by Mr. Bailey, who introduced a petition signed by John A. Foot and others, praying for an appropriation for the education of the colored children. The petition was referred to the judiciary committee. That committee reported against the proposition, and the Council adopted the report, thus disposing of the request. In administering the schools of Cleveland no attention has ever been paid to disabilities imposed by law upon colored children, whether found in the charter of 1836, or in later acts of the legislature. Cleveland has never had a colored public school, and colored children have always been admitted to the schools.

The attention of the Council was called, in 1843, to the fact that the city's title to the Academy property was not clear. It was found that there was an old judgment of \$243 standing as a lien against the property. It was in favor of H. C. Kingsley, and dated back from 1838. On March 25, 1843, Mr. Kingsley gave the city a quit claim deed for the Academy lot. The reports do not show that he received any consideration for the deed.

A new school was added to the city schools at the commencement of the year 1845. It was located in the Bethel, and at that time was the only school in that section of the city. It was attended by all classes of children. Starting with but 10 scholars, its membership soon increased until, in March, of the same year, it was one of the largest schools, in point of membership, in the city. The accommodations of the school were very poor, and Mr. Bradburn, in his annual report in March, 1845, urged the Council to erect a new building to accommodate it and the Champlain street school. When the new Bethel school was opened, A. S. Foot was placed in charge of it, thus increasing the number of teachers employed in the schools to 15.

The following table gives considerable information concerning the schools for the term ending March 29, 1845:

Names of Schools.	Teachers.	Salary per Month.	No. of Scholars.	Average Number	Age.
Prospect Street School.....	Andrew Freese.....	\$40	.....	.....	.....
	M. A. Stanley.....	20	200	139	4 to 20
	Caroline Belden....	20	81	49	6 to 17
	Pamela Baker .....	16	81	53	4 to 14
Rockwell Street School.....	Benj. Newell.....	35	85	50	8 to 17
	Elvira Currier.....	20	108	68	4 to 15
	C. A. Beals.....	20	85	56	4 to 17
	A. K. Kneeland.....	16	111	60	4 to 14
Saint Clair Street School.....	C. L. Fish.....	35	63	40	7 to 20
	H. E. Grannis.....	16	112	61	4 to 12
	M. A. Ely .....	20	63	45	4 to 17
	M. A. Chittenden...	16	90	44	4 to 12
Champlain Street School.....	W. G. Lawrence....	40	96	56	5 to 20
	E. Doane.....	16	62	23	4 to 12
Bethel School...	A. S. Foot.....	40	104	60	4 to 18

It will be seen from the table that the teachers' wages, which had been cut 20 per cent two years before, were restored this year to their former figures.

In March, 1845, the number of children in the city, between the ages of four and 18, was about 2,500. About 1,300 of these attended the public schools and 400 attended private schools, leaving about 800 who were not attending any school.

The work of the Acting School Manager had increased to so great an extent that the Council, on March 9, 1844, voted to pay that official \$200 per year as compensation for his work. On March 27, 1844, the Council elected the following as School Managers: Charles Bradburn, Truman P. Handy, Thomas Richmond and J. B. Finury. J. B. Finury was designated as Acting Manager. An effort was

made, during the year, to establish the High school so earnestly asked for in Mr. Bradburn's report for the preceding year. On April 10, 1844, a resolution was introduced into the Council by the school committee "authorizing the school committee to build three new school houses at a cost not exceeding \$1,600—one for a High school and two for Primary schools—provided that suitable lots can be procured for a term not less than six years, without expense to the city." The committee, in the same connection, reported "that the present classification of the schools is deficient, and that the establishment of a High school for boys, recommended by the Board of Managers, is very much needed." The Council laid the resolution on the table, and the matter, for the time being, was dropped.

In the fall of 1844, Mr. Bemis made an effort to have the Council purchase a lot near the junction of Erie and Kinsman streets, and erect a school building there. A special committee was appointed to look into the matter, and reported favorably, but the Council took no action that year.

An important change was made in the male department of the Prospect street school during December, 1844. The boys' rooms seated only 70 scholars comfortably, while the Senior male department alone frequently had 80 scholars. Mr. Bradburn asked the Council to have the partition between the two rooms taken out and seats placed where it formerly stood. This was done. Andrew Freese was then placed in entire charge of the male department of that school. Concerning the school at this time, Mr. Bradburn says in his annual report: "The government of this school is strict and uniform, and through the indefatigable labors of its principal is justly regarded as one of the best in the state." He adds: "The devotion of the teachers generally, in their arduous duties, has been such as to meet the commendation of the Managers, and to deserve the thanks of the city."

Of affairs at the Rockwell street school house at this time, Mr. Bradburn says: "The Senior male department of the Rockwell street school is thought to have degenerated,

both in discipline and instruction. The teacher in this school has labored during the last term with great faithfulness, and, it is believed, has succeeded in reforming some almost hopeless offenders who have been sore trials to the teacher and great obstacles to the success of the school. The Council having directed the Board of Managers to adopt, in this school, the system of instruction so successful in the Prospect street school, we are not without hopes that vigorous and well directed efforts will soon make it equal to any school in the city."

Mr. Bradburn closed his annual report by again urging the establishment of a High school. On this subject, he says: "The establishment of a school for instruction in the higher branches of knowledge is essential to the success of our system of free schools. A school of this kind, where scholars could be admitted from the other free schools (after passing a proper examination), would incite to action, and do more to elevate the standard of scholarship and character throughout the city than all other influences combined. A tax of one mill on the dollar, in addition to the amount heretofore levied (and which the Council, by a late act of the Legislature, is authorized to levy), will amount to \$6,000, a sum fully sufficient to sustain our present schools, and enable the Board of Managers to establish a High school and one additional Primary school."

The amount paid during the years 1844-45 to teachers and for fuel was \$4,287.75, and the amount received from the county treasurer for the use of this fund was \$4,294.80. The contingent and incidental expenses, including the rent of the Champlain street and Bethel school buildings, and Acting Manager's salary, were for the year \$1,057.29.

The Board of School Managers, which had charge of the schools during the school year of 1845-46, was elected on March 24, 1845, and was as follows: Charles Bradburn, Madison Kelley, George Willey and R. T. Lyon. Madison Kelley was made Acting School Manager. For some reason, Mr. Bradburn tendered his resignation soon after being re-elected to the Board. The Council, however, refused to

accept his resignation, and on April 22, 1845, passed a resolution requesting Mr. Bradburn to serve. The latter finally consented, after having been repeatedly urged to do so by the friends of the schools. The evening of March 13, 1845, an incendiary fired the Champlain street school house, and it was entirely destroyed. The building was of little, if any, value. The Council, however, the next day offered a reward of \$250 for the conviction of the incendiary. On June 23d, of the same year, the School Managers were authorized to purchase, at an expense of \$250, a building on the lot owned by the heirs of Wm. Bliss, on Champlain street, and put it in immediate order for school purposes, to replace the building burned. At the same time, the city clerk was ordered to negotiate for a lease of the lot where the building stood, for five years, at a rental of \$60 per annum, with the privilege of continuing the lease for five years more, at a rental to be agreed upon by three appraisers. It is presumed that the Board could not make the necessary arrangements with Mr. Bliss's heirs, for the building was not purchased. Negotiations were conducted by the city for the purchase of the Champlain street lot where the old school building formerly stood, and the Council authorized its purchase at a price not to exceed \$3,500, to be paid with bonds of the city. The negotiations were not successful.

The city purchased a lot in July, 1845, at the junction of Erie and Kinsman streets, for \$250. The Board of Managers immediately let the contract to George P. Smith and J. B. Wigman, for a school building, to be erected on the lot purchased. The building was completed late in September of the same year. It cost the city \$800. Schools were opened in the building that fall.

The boys' and girls' Senior departments of the Prospect street school were united this year, and for the first time in the history of the Cleveland schools Senior classes composed of both boys and girls were organized. The experiment was a success from the start, and resulted in great improvement in the deportment of the scholars.

There were in operation, during the year ending March



28, 1846, 13 schools, taught by four male and 13 female teachers. In attendance upon these schools were 1,500 scholars, an increase over the previous year of 200 scholars. The average daily attendance for the year was 936, giving to each school an average daily attendance of 72, and to each teacher an average of 58. For fuel and teachers' salaries there was expended, during the year, \$4,000; for school houses and incidentals, \$1,600 was expended.

Mr. Bradburn, in his annual report, called attention to the fact that an additional Grammar school or a High school for boys was absolutely necessary. He said that the expense of a High school would not much exceed the expense of another Grammar school, and favored the establishment of a High school. For 14 schools for the next year, including a High school, he estimated that the expenditures would be \$4,900. Of this amount there was \$3,547.95 in the treasury, leaving but \$1,352.05 to be provided for by additional taxation.

The St. Clair street school house, known as the old Academy, was very much out of repair, and was inconveniently located for scholars attending school there. The lot on which the building stood was very valuable, and Mr. Bradburn recommended that it be sold, and the money realized from the sale be used to purchase a lot and erect a more commodious building, in a more convenient place.

Concerning the progress of the schools at this time, Mr. Bradburn, in his annual report, says: "There has been a marked and decided progress in discipline, as well as in moral and mental improvement. Irregular attendance of scholars continues to be the great obstacle to improvement. The disarrangement of the classes necessarily attendant on this irregularity increases much the labor of the teachers, and, in some schools, has almost paralyzed all their efforts. Some parents, as well as children, seem to think that what costs nothing is worth nothing, and so great has this evil become that it can only be obviated by the passage of some measure that will exclude from the schools all scholars who will not attend with regularity and promptness. In the gov-

ernment of the schools the teachers have been required to adopt such discipline as would be exercised by a kind and judicious parent in his family, and to avoid corporal punishment in all cases where other means would answer."

During the year instruction was given in music by some of the teachers, but their efforts did not meet with much success. This was the first time that music had been taught in the schools, although, in 1840, Jarvis F. Hanks petitioned the Council, asking that music be introduced into the public schools. He offered himself as teacher at a very small salary. The Council, however, did not grant the request, declaring that the teaching of music in the schools would be illegal. One of the councilmen said that dancing might just as well be introduced into the schools, and that of the two he preferred to have dancing taught. In his report for this year, Mr. Bradburn recommended the appointment "of a board of visitors," to consist of the Mayor and three other persons, whose duty it shall be to visit each school as often as once in each term, and report to the Board of Managers the condition of the schools, and suggest to them any improvement or alteration in the instruction or discipline that they may deem profitable or expedient.

## CHAPTER IV.

**Establishment of High School—Selection of Andrew Freese as Principal of the New School—Roster of High School Pupils—School Regulations—Removal of Bethel School—A Teacher of Music—Some School Statistics.**

The school years of 1846-47 were made memorable in the history of the schools by the founding of the Central High school—the first public High school in Ohio. For several years previous, Mr. Bradburn had labored to get authority from the Council to open such a school in the city. The poor people of the city and the middle class stood with him in his demand for the school, but the very rich, almost without exception, bitterly opposed the proposition.

The School Managers for this year consisted of Charles Bradburn, Truman P. Handy, Samuel Starkweather and William Day. Charles Bradburn was made Acting Manager.

Mayor George Hoadly, in his inaugural address to the Council in the spring of 1846, seconded the efforts of Mr. Bradburn for the establishment of a High school, in the following words:

“I earnestly recommend to your favorable consideration the propriety of establishing a school of a higher grade—the Academic department—the scholars to be taken from our common schools according to merit. This would present a powerful stimulus to study and good conduct. The poorest child, if possessed of talents and application, might aspire to the highest station in the republic. From such schools we might hope to issue the future Franklins of our land.”

The Council took early action. On April 22, J. A. Harris, chairman of the school committee, introduced a resolution into the Council providing “that a boys’ department of

a High school be established; that the school committee hire a room for such school, at an expense of not exceeding \$100 per annum, and fit it up with desks at a cost of not more than \$150." The resolution was immediately adopted by the Council.

Rooms were rented for the new school in the basement of the Universalist church on Prospect street, later owned and occupied by the Homeopathic Medical College. The rooms were immediately fitted up for school purposes and on July 13, 1846, the school went into operation. Andrew Freese of the Prospect street school, was made principal, at a salary of \$500 a year. The school opened with 34 pupils. Later, others were admitted, until the roll of the school for the year showed an attendance of 83. The names of the scholars attending the school the first year will be found in the following list:

George F. Allardt,	Cassius Fairchild,
William H. Allardt,	Andrew J. Fowler,
William W. Andrews,	James B. Gayton,
Charles F. Bradburn,	George W. Gardner,
George Bingham,	James T. Gardner,
R. Augustus Bury,	Henry L. Hills,
Covill Burton,	Stephen D. Hathaway,
Jephtha C. Buell,	George L. Hathaway,
William Baker,	Byron C. Harris,
William H. Champion,	George C. Hickox,
Oscar A. Childs,	William Hopper,
George W. Childs,	John P. Jones,
William Childs,	Edwin W. Jones,
Henry F. Clark,	Henry A. Jones,
Kennedy Clinton,	John P. Jackson,
James H. Clinton,	Matthew Johnstone,
W. L. Cutter,	William Johnson,
Michael Duffey,	William L. Kellogg,
Robert K. Dow,	William Leonard,
Albert G. Eldridge,	J. Victor Mathivet,
Lucius Fairchild,	Sidney A. Norton,

Henry H. Otis,	Frank W. Slosson,
Hiram B. Pierson,	George W. Tibbitts,
Chauncy Prentiss,	Edwin Twitt,
Solon Prentiss,	James Twitt,
James Penfield,	Henry G. Vincent,
Edwin F. Reeve,	John F. Whitelaw,
Samuel Starkweather, Jr.	William G. Williams,
Edward C. Stanley,	Charles M. White,
Benjamin W. Smith,	Myron P. Wheeler,
John M. Sterling, Jr.,	William H. Whitaker,
James E. Stacy,	David F. Wooster,
Junius R. Sanford,	Charles A. Willard,
George W. Still,	Phillip Whitehead.
Corydon Strong,	

The rooms occupied were a miserable excuse for school rooms. They were damp, dark, and the health of the pupils and teacher suffered in consequence. The main room was heated with a stove, the pipe of which ran the whole length of the basement. Wooden benches and seats were provided. The bottom of the seats were fastened to the backs with hinges, so that the scholars might easily reach their respective seats. The school as conducted the first year was very successful. Concerning it, Mr. Bradburn says, in his annual report made in the spring of 1847: "The establishment of this school was a cherished object with former Managers. Expectation was high in regard to it, but it is believed that the most sanguine anticipations of the Council, to whose liberality it owes its existence, have been thus far fully realized. It has enabled the Managers to make a more profitable classification of the scholars, has incited a healthy spirit of emulation, and elevated the standard of education in other schools. Its location is not, in all respects, the most desirable, but it is the best that could be found. The discipline of this school has been strict and unyielding, and effected by an appeal to the minds and hearts of the scholars, rather than to their physical sensibilities. The moral tone of the school has been highly gratifying to the Managers. It is not within their knowledge that profane language is used

by any of the scholars. The instruction in this school is designed to be thorough and substantial, and to be confined to the solid and useful branches of education. No studies are pursued whose practical value is in any way questioned. The school has thus far had the capacity to meet the wants of all applicants. A female department in this school is required to extend to the girls the advantages now so profitably enjoyed by the boys. The undersigned would respectfully present to the Council that it is their firm conviction that this system is essential to the success of our public schools, and that it is the only way in which they can be made in truth, what they are in name, common schools; common to all, good enough for the rich, cheap enough for the poor; such schools as these will meet the wants of all classes in the community."

In the spring of 1847, the Board of Managers adopted the following regulations for the common schools, with a view to a more perfect classification between the Senior schools and the High schools. It will be noticed that in these regulations the studies pursued in the several school departments of the city are given.

"1st Regulation.—No scholar shall attend either of the Primary or Senior schools, out of the school district in which he or she may reside, unless temporarily indispensable, for want of public buildings, and no scholar residing without the city limits shall attend either of the common schools of the city, except by permission of the Board of Managers, to be given with due reference to the condition of the school at which such scholar may wish to attend, and upon such payment being made as is provided for in the 51st section of the laws regulating the common schools of the state.

"2d Regulation.—That the studies and exercises in the Primary and Senior schools shall be reading, spelling, writing, arithmetic, grammar, geography, history of the United States, drawing and composition. The classification between the Primary and Senior schools shall be regulated from time to time, as the Managers may find to be required.

"3d Regulation.—That the studies and exercises in the High school shall be reading, spelling, writing, arithmetic, grammar, bookkeeping, algebra, geometry, natural philosophy, composition and declamation.

"4th Regulation.—That the Managers, at the close of each winter term hereafter, and during the present year, at the close of the present term, shall examine each Senior school, and such scholars as at such examinations shall be found qualified under the requirements heretofore prescribed to enter the High school, shall be advanced thereto—the scholars so advanced to be taken from each Senior school in proportion to the average attendance of scholars upon the schools in each school district.

"5th Regulation.—That all provisions in the third and fourth resolution shall only be in force as to boys, until a female department of the High school is established.

"6th Regulation.—That those who may have been in attendance upon the High school for a period of two years shall give place to those newly qualified, if requisite for their accommodation."

During the year 1846, the Council authorized Mr. Bradburn to remove the Bethel school to a room located about half way up Vineyard lane. This room was sufficiently large to seat about 125 scholars, and the city paid \$100 a year rent for it. It was soon overcrowded, and the next spring Mr. Bradburn earnestly requested the establishment of a Primary school in that neighborhood to relieve it. The Senior male and female departments of the Rockwell street school were united in 1846, resulting in a great improvement, and in his annual report, Mr. Bradburn says "that it is now regarded as equal to any school of its class in the city." Many of the scholars in the Senior male department of the St. Clair street school had been in the habit of absenting themselves through the spring and fall terms. This resulted in great confusion, and the School Managers discontinued the Senior male department during the fall and spring terms, and gave permission to the more advanced scholars to attend either the Prospect street school or the Rockwell street

school. In the winter of 1847, the Senior male department was again opened, and a male teacher was employed to take charge of it, but he was compelled to give up the school before the end of the term, owing to the fact that he was elected city clerk. A new teacher was employed to finish the term, "but the scholars were so much dissatisfied, that on the day appointed for examination, more than half of them were absent. The Managers deemed it expedient to discontinue the school for the balance of the term, and report the delinquent scholars to their superiors for discipline."

That the School Managers of that day were not prejudiced against lady teachers is shown by Mr. Bradburn's comment on the condition of the Kinsman street school, in which he says "that the progress made in both discipline and instruction has convinced the Managers that it is perfectly practicable for even large schools to be practicably conducted by female teachers."

On August 20, 1846, the Council authorized the conversion of the engine house on Academy street into a school room, at the expense of \$75, to relieve the St. Clair street school. The building was an old one, standing on the Academy lot, and was formerly used by engine company No. 4, and later by hose company No. 4. It was then empty and rapidly going to decay. At the same time, Mr. Bradburn reported that the Champlain street lot, which the Council had unsuccessfully tried to buy the year before, could be purchased at a less figure than the Council then offered. The Council took no action on the subject, however.

Many of the citizens of Cleveland, at this time, favored the teaching of music in the schools. T. P. Handy and other citizens secured Lowell Mason, of Boston, to deliver an address upon music in the schools. Mr. Mason demonstrated the practicability of teaching children to read music at sight and he urged that music should be adopted as a branch of common school education. Mr. Mason's visit to Cleveland occurred in the school year 1845-46, and resulted in the teachers giving lessons in music to their scholars.



No great success attended their efforts. In the spring of 1846, however, the Board employed Mr. Silas Bingham to teach music at an expense of \$100. During the fall and winter term the teachers themselves took up the teaching of music, with profit to the scholars.

Including the High school, there were 14 schools in the city in the years 1846-47, taught by four male and 14 female teachers. The schools cost \$5,937.05, of which \$4,422 was paid out for teachers' salaries, \$128 for fuel, \$200 for Acting Manager's salary, and \$187.05 for rent of buildings and incidental expenses. Of this amount, \$4,550 was drawn from the school fund, and \$1,187.05 was taken from the general fund.

The schools were shortened during this year by one week being added to the usual vacation. This, with the classing of the Senior male department of the St. Clair street school, resulted in the saving to the city of \$350.

The following table shows the organization of the public schools for the term ending March 27, 1847:

Schools.	Location.	Names of Teachers.
High .....	Prospect St.	Andrew Freese.
No. 1. ....	Vineyard Lane.	W. G. Lawrence, Principal. Nancy Dennison, Asst.
No. 2. ....	Prospect St.	Henry Childs, Principal. Elizabeth Merrill, Asst. Primary Department— Mary T. Doan. Pamela Baker.
No. 3. ....	Rockwell St.	A. D. Lufkin, Principal. Mary M. Howard, Asst. Primary Department— Anna Kneeland. Olive Meech.
No. 4. ....	St. Clair St.	John Coon. Mary C. Clements. Emma G. Barlow. Elizabeth West.
No. 5. ....	Kinsman St.	Sarah Foster. Naomi A. Bronson, Asst. C. C. Humphrey. Miss Anna Wooster.

## CHAPTER V.

**Effort to Abolish High School—Friends and Foes of the School—  
Bradburn's Plan—The Council Plan—Girls are Admitted to  
High School—Fight is Carried to Columbus—Legislature  
Makes High School Legal—Bradburn is Retired—Two New  
School Buildings.**

From the time the High school was opened by the Board of School Managers, it met with vigorous and determined opposition. No one doubted its success; even its enemies conceding that it was an admirably conducted school, but it was declared that the school was illegal, and from the Third ward." At the commencement of the school or colleges. As the rich opposed the establishment of the school in the first place, so they now fought to have it discontinued. Some of the leading men of the town took a decided stand against the school. Among the most bitter opponents of the school were H. B. Payne, afterwards United States senator from Ohio; Harvey Rice, and John Erwin. With Mr. Bradburn in his fight to have the school maintained and permanently established was Dr. Fry, then principal of the West St. Clair street Grammar school, George Willey, William Case, and other leading citizens. When the enemies of the school declared that it was illegally established, Mr. Bradburn said to his teachers: "Go ahead with the school. We will not bother about its illegality. If it isn't legal to have such a school, we'll go to Columbus and get authority to establish a legal one."

The growing sentiment against the school, led by Payne, Rice, and others, broke out in the Council in the spring of 1847. On March 17, the Council adopted a resolution, calling upon Mr. Bradburn for information in regard to the cost of the High school, the number of scholars attending the same from the respective wards, and the rules

adopted for the regulation of the school. The next week, Mr. Bradburn reported to the Council that the school had cost \$660 for the year, in addition to the \$150 which had been expended to fit up the basement. He said that the same branches had been taught, and the same course of study pursued in this school as in the Grammar schools. As the establishment of the High school had saved the establishment of a new Grammar school, Mr. Bradburn reasoned that the cost of the High school was really only \$100 for the year, as that was the difference between the cost of the High school and the cost of operating a Grammar school. "There is an attendance at this school of 52 boys," says Mr. Bradburn in his report, "31 of whom are from the two districts of the First ward, 13 from the Second ward, and 18 from the Third ward." At the commencement of the school year, the Board of Managers adopted the following resolutions for admission to the High school: "All boys over ten years of age who have attended any of the public schools, and can procure from their instructors certificates of good moral character, will be examined by the Board of Managers, and admitted to the school, if they shall be found to possess the following qualifications: They must be able to spell correctly in any part of the spelling book, and read well in common reading, and readily tell the meaning of the words, and to answer questions promptly from any part of the intellectual arithmetic. They must have studied understandingly some approved system of written arithmetic as far as the rules of proportion, and pass a satisfactory examination therein. They must also be familiar with the rudiments of the English grammar and geography. The requirements for admission have not been so strictly adhered to as they would have been had the number of applicants been greater. All who have applied at the proper time have been admitted."

The same evening, Mr. Payne introduced the following resolutions in the Council:

"Whereas, it appears from authentic returns that about 2,000 children in the city, over four years of age, are not

attending the common schools, or deriving any benefit from said school fund, while at the same time the number of school houses and instructors is greatly inadequate for those who do attend (in some cases a single room containing 130 to 180 scholars);

"Therefore, Resolved: That provision ought to be made for the erection of new school houses, and the employment of additional teachers, until an opportunity for obtaining a thorough common school education is furnished to every child in the city over four years of age.

"Resolved: That until the object of the foregoing resolution is carried out, it is inexpedient to sustain a select High school at the charge of the common school fund.

"Resolved: That a select committee of three be appointed to inquire into and report upon the expediency of providing for the permanent establishment of a High school, by requiring a tuition fee not exceeding \$6 a year, and the appropriation of a sum equal thereto from the general fund of the city."

The resolution was referred to a select committee, consisting of H. B. Payne, John Erwin and Charles Hirker. The committee gave the matter consideration, and on April 3, brought in a majority and a minority report. The majority report was signed by the first two members of the committee. It said that the High school was illegally established, but that, laying aside the question of its legality, it was not wise to continue the High school as a charge upon the common school fund, until an opportunity was given every child in the city to attend the common schools. On the question of its legality, the majority of the committee contended that the money raised for schools must be expended in the several wards or school districts, in proportion to the number of school children in the district, and that the Managers had no right to expend money on schools which were attended by scholars from all the districts in the city. The majority also figured that the cost of the High school was very high per capita. The average attendance, they said, would "not exceed 50 for the year, thus making

the average cost to the city \$18 per scholar, while the cost of the 1,500 scholars in the common schools is believed to be about \$3 for each child." Concerning the efficiency of the High school, the majority had this to say: "Everything claimed for the school on account of its surpassing excellence, and the distinguishing ability of its principal, is cheerfully conceded, but in the opinion of the committee, it is far more desirable that all the children of the city should receive an education, than that a small class should be highly educated." The committee recommended the passage of the Payne preamble and resolutions, "in so far as they declare it inexpedient to continue the High school, as a charge upon the common school fund." The committee made no recommendation on that part of the resolution which contemplated the establishment of a High school on the plan of requiring a tuition of \$6 per year.

The minority report of the committee declared that there were no legal objections to the High school. "In the opinion of the undersigned," said Mr. Hirker, "power to classify scholars, designate schools for them to attend, and to direct what books shall be used, are clearly given to the Board of Managers by the charter. Mr. Hirker also showed, by figures, that the schools of the city were costing the people but \$1.68 for each child, between the ages of four and 21, that the schools then in existence could be maintained, and a girls' department added to the High school with the school funds then at hand, and that there would still be left \$1,850 for new schools. He recommended that the High school be sustained, and that additional schools be established to accommodate all of the children of the city who desired to attend school."

The people of the city took great interest in the outcome of the controversy, and the action of the Council was closely watched. Friends of the schools appealed to the people to prevent the discontinuing of the High school. They called a mass meeting to discuss the subject, and prominent citizens made addresses in favor of the free High school.

Dr. Fry, at the meeting, urged that the present schools were too narrow and circumscribed and that schools of higher education were much needed. If the High school was illegal, he thought the laws should be so changed as to make it a legal one.

J. A. Briggs said that he had watched the growth of Primary instruction in the city, and that he was glad of this popular demand for higher instruction. "The people are in the move, and you can just get out of the way," said Briggs, "when they speak." The idea of a High school, he thought, was merely to collect the more advanced scholars of the elementary schools, and teach them in a place by themselves. He had seen them—three or four in this school, and two or three in that—trying to learn a few things about levers and screws, perhaps, or a few principles in mathematics, a little higher up than arithmetic—poor boys, mostly. But in spite of the slim chances that you give them, said Mr. Briggs, they are bound to go up.

Bushnell White, a local attorney, declared that the High school was entirely legal. He said that "the whole matter is set at rest by a law passed in 1838 (Swan's St., 836), which provides that the 'directors in any incorporated town, city or borough may establish schools of different grades, and ordain such rules for the duties and discipline of such schools as they may think conducive to the public good.'"

The determined stand taken by the people on the subject prevented the Council from taking any action at that time, and the High school was allowed to continue. On April 21, Mr. Payne made another effort to embarrass the High school by introducing a resolution, providing for a select committee to confer with the School Managers "and report an ordinance to establish permanently a system of common schools." It was, undoubtedly, Mr. Payne's idea to have the new ordinance provide for the common schools only, and thus legislate the High school out of existence. The records do not show that the committee ever made any report on the subject. On May 5, 1847, Mr. Payne introduced a resolution, ordering that until otherwise directed,

girls be admitted to the High school equally with boys. The resolution was passed. In the little basement room on Prospect street, the girls were soon seated on one side of the room, and the boys on the other. The first class of girls in the High school was composed of the following:

Eliza B. Ager,	Elizabeth Hickox,
Ann C. Brock,	Mary Ann Pritchard,
Harriet E. Blair,	Mary E. Southworth,
Eliza E. Burnham,	Anna Rearden,
Georgie A. Chapman,	Elizabeth J. Tibbitts,
Adelaide Denison,	Mary Wicken,
Caroline Freeman,	Emma Wall.

During the summer, the Council proposed to solve the High school question, by making the Senior school in each ward a High school, by reducing the number of scholars and elevating the standard of education in these schools; and by providing Primary and Junior departments for all the children of each ward. The friends of the Central High school declared that this plan was not a good one, for the reason that "there would not be in each ward enough scholars wishing to study each branch to form a suitable sized class." They further said that they favored doing all that the Council proposed, and continuing the High school as well.

Both sides now made ready to carry the fight to Columbus, during the session of the legislature the coming winter. Mr. Bradburn had a bill drawn up, which divested the Council of all power to establish schools, either common or High, and gave it exclusively to the Board of Managers. The Council promptly declared against the proposed bill, and petitioned the legislature not to pass it. In turn, they endorsed a bill which proposed—

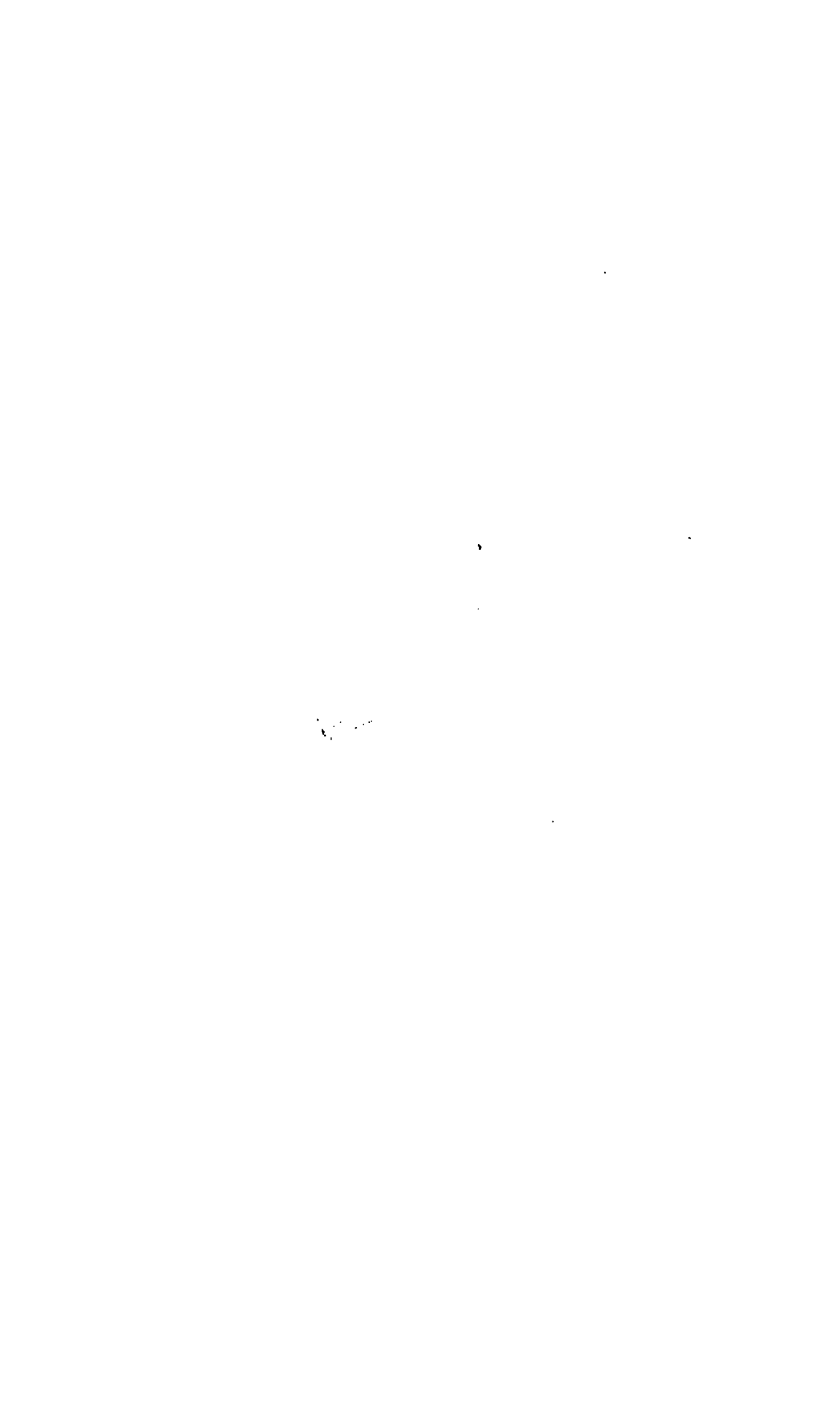
First, that rules for the regulation of common schools should be uniform throughout the city. The Board of Managers should make the rules, but the Council could veto them.

Second, that the question of the High school should be submitted to the people.



GEORGE WILLEY.





Third, that the school money be paid out in the several school districts, in proportion to the number of scholars entitled to its benefit.

The friends of the schools declared that the passage of such a bill would endanger the very existence of the school system. Both sides sent large delegations to Columbus, to aid their respective cause. Mr. Bradburn finally secured the passage of a bill, by which the City Council was authorized and required to maintain a High school department, and under the same law, the Council was given authority to levy a special tax for the purpose of purchasing a lot, erecting buildings, etc. This was a great victory for the friends of the High school, and established forever the question of its legality.

While the new law had given the Council the right to levy a special tax for buildings, an increase in the tax levy for the support of common schools was necessary in order to provide for the maintenance of the High school. The Council had been levying a tax of three-fifths of a mill for the support of the schools, and it had authority to raise this levy to four-fifths of a mill. Payne and others who were fighting the High school, contended that the Council had not the right to expend money from the common school fund for the support of the High school. Bradburn and the friends of the High school maintained that the Council had that right.

The spring election of 1848 was approaching, and interest in it was centered in the High school question. Mr. Bradburn and his friends endeavored to elect councilmen who would vote a school tax of four-fifths of a mill, and who would vote to establish a High school. Mr. Bradburn, himself, was a candidate for Mayor. His opponent was L. A. Kelsey. The battle was fierce. The whole town was discussing the High school question. The friends of the High school were generally successful in the councilmanic election, but Mr. Bradburn was defeated for Mayor, by a vote of 722 to 771 for Kelsey.

Before the spring election, however, the old Council,

which was unfriendly to Mr. Bradburn on account of his work in the interest of the High school, usurped the prerogatives of the new Council, and on February 21, 1848, elected a new Board of Managers. Mr. Bradburn was not on the new Board. J. D. Cleveland, John Barr, Samuel Williamson, and William Smyth were made School Managers, and George Willey, Acting Manager, by a vote of eight to two.

On February 21, Mr. Seymour offered a resolution "that the thanks of the Mayor and the City Council are due to Charles Bradburn, Esq., and his associates, for their efficient services in the management of the public schools; that to Mr. Bradburn's eminent qualifications and indefatigable labors as Acting Manager, the public are greatly indebted for the present prosperous, and elevated condition of the schools." The resolution was unanimously adopted. Thereupon, Mr. Hickox moved a reconsideration of the vote by which the School Managers were appointed. The motion was lost by a vote of three to six.

The Council, that spring, passed an ordinance in accordance with a law, passed by the legislature, making the High school a permanent branch of the public school system. For several years thereafter, however, the Council kept the school at a point of starvation by failing to appropriate sufficient money for its running expenses. Until 1852, the entire expenses of maintaining the High school were below \$900 a year.

On May 5, 1847, Mr. Bradburn again urged the Council to sell the Academy building and lot, and with the proceeds to purchase two lots more conveniently located, and to erect two school houses. He believed that two buildings of the same style as the Kinsman street school house, could be erected at a cost of about \$800 each. He also urged the establishment of two additional Primary schools, to be located in the Second ward east of the Medical college. He said that there were enough children in that neighborhood to fill the two proposed schools.

On May 26, 1847, Mr. Erwin, of the committee on

schools, reported in favor of erecting a new school house east of the Medical college. The report was accepted. The Council, on June 5, of the same year, authorized the school committee, together with the School Managers, to contract with some suitable mechanic for the building of a school house in the Second ward, at an expense not to exceed \$1,000. The same night, the committee on schools was authorized to purchase a lot on Federal street, a few rods east of Muirson street, for school purposes, at a cost not to exceed \$328. Mr. Erwin, on the evening of July 7, 1847, reported that the committee on schools had contracted with George P. Smith, for building a school house on Federal street, at a cost of \$1,000. Federal street was an extension of St. Clair street east of Erie street. The street is now called St. Clair street. December 4, 1847, the Council authorized the purchase of a lot on Erie street, adjoining the Kinsman street school lot, for the joint use of the Kinsman street school and the fire department. The price paid was \$200. The Council records of December 4, 1847, show that Mr. Erwin, of the school committee, presented a contract to the Council, between the city and Oliver H. Perry and H. B. Payne, for the purchase of a school lot on Perry street. The contract was accepted.

During the last term of the school year of 1848-49, there was an increased attendance of 159, in the total attendance of scholars above six years of age, over the corresponding term of the preceding year. This was a good showing, in view of the fact that the legislature had excluded from the schools all children under six years of age. At the time of the passage of the act, there were about 200 children attending the schools, between the ages of four and six. The total attendance for the year was 1,873, and the average attendance was 1,259. The number of school children in the city in October, 1848, between the ages of six and 21, was 3,283. The average age of the scholars was nine and one-half years. In the High school, there were 98 scholars registered, with an average attendance of 80. The average age of the High school scholars was fourteen and one-third

years. There were 22 teachers employed in all the schools, besides two extra instructors in penmanship and in vocal music. There was no change in the salaries of the teachers, except at the beginning of the fall term, each principal in the Senior schools, and the teachers of the High school, received an increase per week of 50 cents. The financial statement of the schools for the year 1848-49 is as follows:

At the commencement of the last school year, the amount of school fund in the treasury was...\$6,241.39

## EXPENDITURES.

First district, tuition and fuel.....	\$2,206.56	
Second district, tuition and fuel.....	1,587.68	
Third district, tuition and fuel.....	1,075.77	
High school, tuition and fuel.....	758.92	
Teachers of penmanship and music.....	343.83	
Order redeemed .....	8.24	5,981.00
<hr/>		
Balance unexpended .....	\$ 260.39	
School fund in the treasury for the current year:		
Balance unexpended .....	\$ 260.39	
Paid in by county treasurer.....	5,909.35	
Paid in, tuition of five non-resident scholars, admitted under ordinance of July 3d, 1848 .....	22.00	
	<hr/>	\$6,191.74

Early in the school year, the Board of Managers adopted "a uniform system of rules for the government of all the schools of the city, and for the good conduct of the pupils therein." Among other things, these rules "defined the boundaries of the several districts—referred to the existing laws respecting the age of admission, non-resident children, and the confining of scholars to their respective districts—prescribed the studies, exercises, and a uniform set of text-books for each grade of schools—defined the principle of classification between departments—prescribed school sessions and recesses—designated the terms upon which pupils might be excused for absence or tardiness, or be dismissed during school hours—with other regulations of a general nature."

The text books as prescribed by the Board of Managers at the commencement of the year, were such as were in use in the schools previous to that time. Later in the year, the Board substituted "Thomson's Practical Arithmetic" for "Colburn's Sequel." Concerning the study of arithmetic in the schools, Mr. Willey, in his annual report, says: "We have means of knowing that in respect of this leading study our city schools rank high. For years past great attention has been paid to it. It is deemed essential that blackboard and oral instruction be continued; that classes when acquiring rules, be thoroughly grounded in the reasons of those rules; that science of numbers be made to keep pace with the art of ciphering."

During the year, increased attention was paid to penmanship, drawing, music, and composition. E. G. Folsom, a teacher of penmanship, was re-employed at the commencement of the fall term for one year at a salary of \$300. He devoted 30 minutes daily to each of the seven higher schools, giving instruction to 719 scholars. J. H. Clark was employed at a salary of \$250 to teach vocal music. He gave 45 minutes every other day during the year, to each of the five higher schools. About 100 scholars studied drawing. Compositions were required weekly, instead of being an irregular exercise, as they had been.

Concerning the deportment of the scholars, Mr. Willey says, in his report, "Good order has prevailed in the schools with but occasional interruptions. Their discipline, in the main, is mild and parental. Chastisement is seldom inflicted and only as a last resort. But two or three well founded complaints have been made to us of undue severity, or injudiciousness in the modes of punishment. Occasion for just complaint is nearly inexcusable. It cannot but be regarded as one of the greatest discoveries of the age in matters of education, that children, in the school as well as out of it, may with the utmost safety be regarded and treated as human beings. Most adults of the present day lament that this discovery was not made earlier. The rod and ferule have come to be considered as poor substitutes for a lack of

ingenuity in governing youth, or of natural aptitude for imparting knowledge."

In closing his report, Mr. Willey calls attention to the fact that although the city had made great advancement in wealth and population, but \$2,000 had been expended for school buildings for the ten years ending in 1849.

Boards of school visitors were appointed during the year to visit the schools and report. The committee of visitors who examined the High school was composed of S. H. Mather, Charles Bradburn, W. B. Beattie, and J. W. Gray. The High school continued to be conducted by Mr. Freese, with Miss Jennings as an assistant.

In their report to the School Managers, the committee of High school visitors say: "The branches in which there appeared to be the most thorough training and the greatest proficiency, were algebra, arithmetic, chemistry and philosophy. The class in bookkeeping appeared to possess more practical knowledge than is usually acquired in school. The greatest deficiency noticed was in reading; and it is due to the teachers and pupils, here to say, that the pieces read were selected by the committee and were not familiar to the pupils. A different course might have led to a very different result. In the departments of penmanship and vocal music, Messrs. Folsom and Clark appear to have been very successful in imparting a knowledge of the principles of their respective branches, combined with a good degree of practical skill. We should esteem their virtues of sufficient value to retain them in the school. The exercises in the evening were highly creditable to the pupils who participated in them, to the teachers, and to the school."

The committee who visited the Senior schools was composed of T. P. Handy, J. B. Waring, J. A. Vincent, N. Hayward, and C. D. Brayton. This committee found the Senior schools to be in excellent condition. "No citizen can visit them," say the committee in their report to the School Managers, "without feeling a just pride in their advancement, or without being duly impressed with the obligations we owe

their former Chief Manager, Charles Bradburn, Esq., for his untiring zeal and energy, in their early organization."

Two fine school buildings were contracted for by the city, in the school year of 1849-50. In the spring of 1849, the city purchased of W. I. May, guardian, a lot on Champlain street, 66 feet by 220 feet, for the sum of \$2,400. A contract for building a brick school house on the lot was let, on August 4, to John Gill and W. P. Southworth. The building was completed late in the fall, and the Vineyard street school was removed to it. The building was 45 feet by 46, and two stories in height. The lower story was divided into two Primary school rooms. The upper story was divided into a main room, 43 by 33, and a recitation room 11 by 18. It was the best arranged and largest school building in the city at that time. The Primary rooms were furnished with "Primary school chairs." The cost of the building was about \$3,000, and of the furniture, about \$600.

In the spring of 1850, a contract was let for a three-story building on the old Academy lot on St. Clair street, to be completed by the first of the following August. While the building was in course of construction, the schools of the old Academy were removed to the rooms on Vineyard street, formerly used by the schools which had been removed to the new Champlain street school house.

The cost of the schools for the year was \$6,736.18. The compensation of the principals of the Senior schools was raised from \$451.50 to \$500 per annum, and the salary of the principal of the High school, from \$525 to \$575. Two additional Primary schools were established in the First ward, and one in the Third ward.

A census, taken in October, showed that there were 4,773 youth in Cleveland, between the ages of four and 21. The number enrolled in the public schools the last term of the year was 2,081, an increase of 208 over the corresponding term of the year preceding. The average daily attendance was 1,440. There were 25 teachers employed.

American history, for the first time, was taught in the schools during the year, and Mr. Willey, in his annual report,



said that a great deal of interest was manifested in the new study. Written examinations were introduced into the Senior schools by the Board of Managers, early in the year with great success. Mitchell's Quarto Geography was substituted for Smith's Geography, as one of the authorized text books.

Drawing was taught in the higher schools by Miss Crosby, a professed teacher of this useful and beautiful art. Numerous specimens of linear, and a few of perspective drawing, most of them deemed very promising, were exhibited at the annual examinations."

Despite the fact that accommodations for the High school were very meager, the school continued to grow in importance. The boys of the school conducted, for several years, a little newspaper, known as the "School Boy." The boys also gave evening lectures and entertainments in chemistry, natural philosophy, physiology, etc. The lectures were extemporaneous, and the apparatus and chemicals used, they made themselves. One boy constructed models of the different kinds of water wheel; "others constructed wires around the walls, and darkening the room, gave a private exhibition of chained lightning; others constructed a magnetic telegraph line across the room, on which dispatches of considerable importance were interchanged with accuracy." The boys earned the money for the purchase of apparatus from these evening entertainments and lectures.

The School Managers said, in their annual report, that the girls did not exhibit the same degree of punctuality and did not attend school as regularly as did the boys. For this, and other reasons, it was claimed by many that the girls' department was doomed to be a failure. Superintendent Freese, however, states that the next year a great improvement was noticed in the girls' attendance and scholarship, and that they soon ranked ahead of the boys.

## CHAPTER VI.

**New Buildings—Beginning of the School Libraries—School Regulations—High School Course of Study—Purchase of a High School Lot—Creation of Board of Education—Freese is made Superintendent—Grading of the Schools—Boards of Visitors—Ohio City Joins Cleveland.**

The school year of 1850-51 was a prosperous one for the Cleveland public schools. New buildings were erected, the schools were graded, a library was started, additional teachers were employed, and there was a large increase in attendance. An Intermediate department was added to the schools, giving them four departments, as follows: Primary, Intermediate, Senior, and Central High. There were ten schools in the Primary department, ten teachers, and 837 scholars. In the Intermediate department there were eight schools, eight teachers and 680 scholars. There were six schools, 12 teachers, and 697 scholars in the Senior department, and two teachers, and 90 scholars in the Central High school.

In the Primary schools there were taught the alphabet, reading, and orthography, and simple exercises in numbers, linear drawing and vocal music. Besides the studies in the Primary department, there were taught in the Intermediate department intellectual arithmetic, natural history, geography and penmanship. In the Senior department the studies of the two lower departments were finished, and in addition the following studies were taught: Written arithmetic, American history, grammar and composition, intellectual algebra, and physiology. "In this department," says George Willey in his annual report, "music, under the guidance of professional teachers, begins to be taught as science. Drawing passes from mere linear to perspective, penmanship assumes more freedom and exactness, while geography is

linked to history, and is taught on a more expanded and critical plan." In the High school the leading studies of the Senior schools were reviewed, and all the higher English branches, higher mathematics, the natural sciences, book-keeping, rhetoric, mental philosophy, and a wide range of historical reading were pursued.

The additional studies added to the schools, with the addition of the Intermediate grade, were intellectual algebra and physiology, which were added to the course of study in the Senior schools. In the High school the length of time for which one scholar might attend the school was lengthened from two to three years. Evening schools were opened during the winter term in the Rockwell street building. They were graded into four departments, the same as the day schools. They were in session 13 weeks, on five evenings of the week, for two hours each. This new department was a success from the start. At the close of the term a literary exhibition was given by the scholars of these schools, which was attended by the mayor and several councilmen. The young men of the evening schools formed literary societies, at which interesting debates were given and essays read.

The Third ward school building was completed in the summer of 1850. It was three stories high, and with the furniture and fixtures cost about \$6,000. It was 49 feet by 50, and had five school rooms besides two large recitation rooms. Additional stories were also added to the Rockwell and St. Clair street school buildings. The city purchased a lot on July 30, 1850, on Clinton street (now known as Brownell street), in the new Fourth ward, which had recently been added to the city. On October 22, 1850, the Council authorized the construction of a wooden school house on St. Clair street on the farm of Leonard Case, at an expense of \$300. In October, the Council purchased of Taylor and Hoyt sub-lots numbers 73, 74 and 75, of 10 acre lot number 14, for the sum of \$600. Ten year bonds were issued to pay for the same. The same fall a building was erected on the new lots at a cost of about \$500, which was paid in city bonds, due in March, 1852. This building was located at

Orange and Mayflower streets, and was a small affair of but two rooms. At its opening the scholars of this school consisted largely of foreign born children.

School libraries were started during the year with the aid of about \$500 contributed by the citizens of the city. For the Third ward school, 400 volumes were bought, and for the Champlain street school, 200 volumes were purchased. The Rockwell street Senior school gave a literary entertainment and raised about half the price of a piano. A piano was purchased in part with this money, the balance being raised by private contributions.

The census taken in October, 1850, showed 5,042 children in the city between the ages of four and 21. The attendance for the last term of the year was 2,304 scholars, an increase of 223 over the corresponding term of the previous year. The average attendance was 1,650. There were 90 scholars enrolled in the High school and the average attendance was 84. Thirty-two teachers were employed during the year, an addition to the teaching force of seven teachers.

The salaries of the four principals of the Senior schools were again increased from \$500 each to \$550, and the compensation of the principal of the High school was raised from \$575 to \$650. The total cost of the schools for the year was \$8,868.08, including \$212.50, the expense of maintaining the evening schools.

The school regulations were revised by the Board of Managers on March 15, 1851. They were as follows:

1. The laws limiting the age of admission, excluding non-resident children, and confining scholars to their respective wards, will be strictly observed.
2. The studies pursued and the books used shall be such only as may be prescribed by the Board of Managers. Each scholar shall be provided with such books, or be denied attendance. The classification of scholars between the different schools of the same district and between the Senior schools and High school shall be conducted rigidly upon the principle of avoiding the formation or continuance, in any school, of small or special classes of more advanced scholars,

when the same scholars are qualified to enter and be instructed in one of the general classes of the school above. Teachers will be governed by this principle in determining upon which school any scholar should be admitted to, and what scholars should be advanced to the school above at the commencement of every term.

3. School hours shall be from nine to twelve and from two to five o'clock each day, excepting Saturday, when the schools will be closed. The recess, each half day, shall be fifteen minutes. The teachers will keep an accurate record of their deviations from the requirements of this rule and embrace it in their term reports.

4. Teachers shall require all absences to be promptly certified to, by the parent or guardian, in writing or personally, as necessary and unavoidable.

5. Every scholar who is tardy shall have so much deducted from his subsequent recesses, except it be certified to as required in cases of absence—in which case the certificate shall specify the time to which the scholar is desired to be excused, and shall not avail as an excuse for any time beyond it.

6. No scholar shall be dismissed before the close of school hours, except at the request of the parent or guardian, communicated in the manner prescribed for excuses for absence and specifying the time of the desired dismissal; and such requests shall be discouraged by the teacher as much as possible.

7. Any person who is guilty of truancy, or is openly disobedient, or habitually neglectful of his studies and of the rules of the school, and whose example and general conduct is injurious, may, on consultation with any member of the Board, be suspended or expelled, immediate notice of which shall be given to the parents. Any three of the Managers concurring, on consultation with the teacher, the scholar may be re-admitted.

8. Teachers shall open, and be in attendance at their school rooms at least ten minutes before school hours, morning and afternoon. In every school a card showing the order

of exercises for each day of the week shall be kept up in some conspicuous place in the school room. It shall be a duty of the first importance, on the part of teachers, to exercise vigilance and care over the general conduct of their scholars, and on all suitable occasions to instruct and encourage them in correct manners, habits and principles. It shall be their duty to superintend diligently the school premises and furniture under their charge, and report all injuries to the same, by scholars or other persons, to the Board. They shall keep their rooms well ventilated and never heated to above 68 degrees Fahrenheit.

9. No teacher shall permit any portion of his time, or that of his school, in school hours, to be engaged by book agents, lecturers, exhibition men, etc., except on written permission of three members of the Board.

10. Principals of the Senior schools will visit, at least once a week, the Intermediate and Primary departments below them, respectively, and furnish the Board with a written statement of their condition, modes of instruction, etc., at the close of each term. They will direct as to the classification of scholars between the departments.

11. All applications by teachers on business matters shall be made between nine and ten, Friday A. M.; on the other matters pertaining to the schools, on Saturday A. M., between the same hours, as far as convenient.

12. Candidates for the High schools shall be examined by at least a quorum of the Board, at the High school rooms, at 9 A. M. of the first Tuesday of the winter and spring terms. Each candidate shall bring a Fifth Reader and pens, with a certificate of his teacher of presumed qualifications to enter, and of his having attended one of the public schools for at least a term during the year preceding.

13. Examinations of applicants for employment as teachers shall be in the presence of at least three members of the Board, at the Rockwell street building, commencing at 9 A. M., of the Tuesday next preceding each term. A record of the examinations shall be preserved, and a certificate of qualifications, signed by the examiners, furnished each ap-

plicant found qualified to conduct each branch and exercise prescribed. No other shall be employed. Every application for employment shall be in writing to the Acting Manager, stating the applicant's address, and containing a statement, in the applicant's hand-writing, of the experience had in teaching, accompanied by a certificate of character, and such written recommendations as to skill and success in teaching as the applicant may wish to offer.

14. Examinations of text books, maps, etc., shall be during the first week of the summer vacation, by a quorum of the Board in session; at which time such books, etc., as have been donated for inspection, together with the printed or written recommendations, or statements of the advantages of the books proposed over those in use, and the terms on which they will be substituted, etc., will be considered and definitely disposed of by a vote of the Board. No change of text books shall be made or considered at any other time during the year. All communications on this subject shall be in writing, and filed with the Acting Manager to be presented to the Board in session as above contemplated.

The course of study for the Central High school follows:

### FIRST YEAR.

#### FIRST TERM—

Arithmetic .....	Greenleaf
Grammar .....	Green
Intellectual Algebra .....	Tower
Physiology .....	Cutter
History of England.....	Goodrich

#### SECOND TERM—

Written Algebra (Girls through Quadratic Equations) .....	Robinson
Physiology .....	Cutter
Grammar .....	Green
History of France.....	Goodrich
Modern and Ancient Geography.....	Robinson

**THIRD TERM—**

Written Algebra .....	Robinson
Natural Philosophy .....	Parker
English Composition .....	Parker
History of Greece.....	Goodrich

**SECOND YEAR.**

**FIRST TERM—**

Written Algebra .....	Robinson
Natural Philosophy .....	Parker
Science of Government.....	Young
History of Rome.....	Pinnock's Goldsmith

**SECOND TERM—**

Geometry .....	Davies' Legendre
Chemistry .....	Gray
Political Economy .....	Wayland
Geology .....	Hitchcock
Rhetoric .....	Boyd

**THIRD TERM—**

Geometry .....	Davies' Legendre
Chemistry .....	Gray
Geology .....	Hitchcock
Rhetoric .....	Boyd
Book-keeping .....	Crittenden

**THIRD YEAR.**

**FIRST TERM—**

Trigonometry and Applications.....	Davies
Astronomy .....	Olmstead
Mental Philosophy .....	Upham
Book-keeping .....	Crittenden
General History .....	Worcester

**SECOND TERM—**

Surveying .....	Davies
Astronomy .....	Olmstead
Botany .....	Wood
Elements of Criticism.....	Kames
General History .....	Worcester



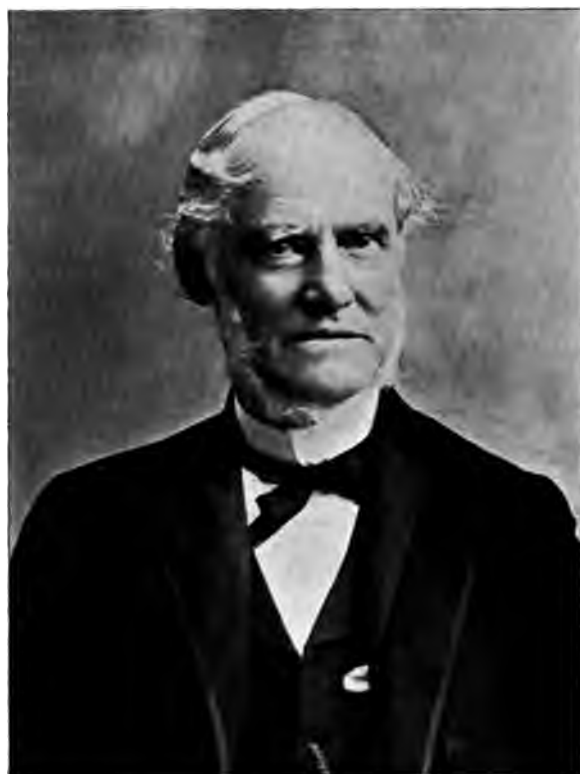
## THIRD TERM—

Surveying .....	Davies
Botany .....	Wood
Elements of Criticism.....	Kames
Natural History .....	Smellie
Logic .....	

The text books in use in the Primary, Intermediate and Senior department were as follows:

1. Alphabetical Spelling and Reading cards.
2. Sanders' Spelling book.
3. Swan's Spelling book.
4. McGuffey's series of Readers.
5. Mitchell's Geographies (Primary and Intermediate).
6. Mitchell's Outline Maps.
7. Pelton's and Colton's Maps.
8. Colburn's Mental Arithmetic.
9. Ray's Third Arithmetic.
10. Tower's Mental Algebra.
11. Weld's Grammar.
12. Goodrich's Pictorial History of the United States.
13. Jarvis' Physiology (with Cutter's Plates).
14. Folsom's Copy Books.
15. Bradbury's Musical Gems.

A new school building was erected on the school lot on Clinton street, during the fall and winter of 1851 at a cost of \$3,500. It was opened in January of 1852, and it filled with scholars so rapidly that in the spring of 1852, the Board of Managers recommended additional accommodations for the school. (This school was later known as the Brownell street school.) The necessity for better accommodations for the Central High school led the Council, on July 22, 1851, to purchase a lot on Euclid street as a site for a High School building. The price paid was \$5,000. It is the same lot now occupied by the library building, and which was sold within the last two years to the Citizens' Saving and Loan Association for \$310,000. The city issued bonds for the payment of the lot. On September 19, the Council passed a resolution authorizing the committee on schools to erect a frame building on the lot for the use of the High school, at an expendi-

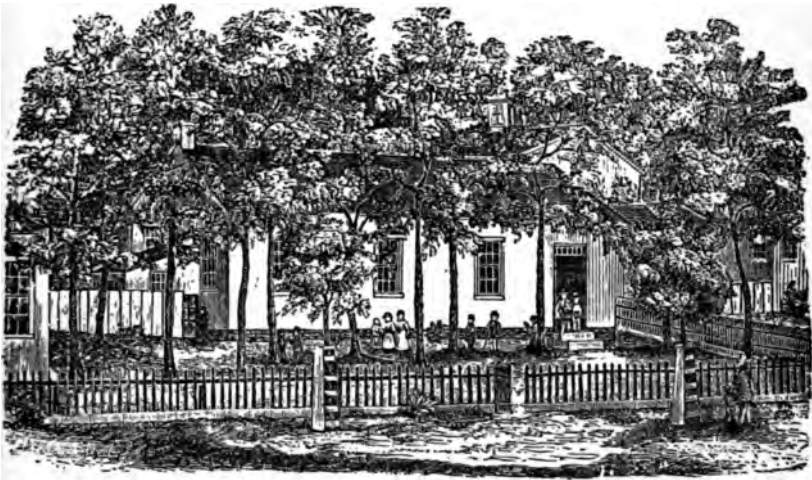


ANDREW FREESE.



ture of \$1,200. A wooden building was soon after erected, which served as a home for the High school until the building now occupied by the public library was erected in 1856.

In March, 1852, the number of books in the different school libraries had increased to 1,500 volumes. The schools this year cost the people \$10,958.57. The total attendance for the year was 2,575 scholars, with an average daily attendance of 1,799. There were 39 teachers employed. The Primary department consisted of 11 schools, 11 teachers, and 1,120 scholars; the Intermediate of nine schools, nine



FIRST HIGH SCHOOL HOUSE, ERECTED 1852.

teachers, and 734 scholars; the Senior, of seven schools, 14 teachers, and 696 scholars; the High school of two teachers and 96 scholars. In the evening schools there were 110 scholars. February 24, 1852, Mr. Willey resigned as Acting School Manager. The Council, by resolution, thanked Mr. Willey for his valuable services for the last four years, and accepted his resignation, to take effect at the close of the school year. On March 24, 1852, the Council elected the following School Managers: Chas. Bradburn, James Fitch, George Willey, T. P. Handy, W. B. Beattie. Mr. Willey hav-

ing declined to serve longer as Acting Manager, James Fitch was elected to that position by the Council.

During the summer of 1852, another story was added to the Clinton street school house in order to relieve the crowded rooms of that building. On August 31, 1852, the Council authorized the purchase of a lot of land belonging to L. Case, adjoining and south of the Clinton street school house lot, for \$800. One-fourth of this sum was paid down and it was agreed that the balance should be paid in three annual payments.

An ordinance, changing the school regulations, was passed by the City Council on the first of June, 1853. Among other things this ordinance created a Board of Education in place of the former Board of School Managers. It required the Board to hold public meetings, and conferred upon the secretary of the Board, the same duties and power, formerly exercised by the Acting Manager. It also provided for the appointment of a Superintendent of Instruction and a Board of Visitors. The first Board of Education under this new ordinance was as follows: Charles Bradburn, Samuel H. Mather, W. D. Beattie, T. P. Handy, Buckley Stedman, Geo. Willey and Samuel Starkweather. The first four were to serve two years, and the last three one year. The members of the Board elected Chas. Bradburn, president, and S. H. Mather, secretary. Under the ordinance, passed by the Council, the school year now commenced with the fall term and closed with the summer term. Under the previous ordinance it closed at the end of the winter term.

One of the first acts of the new Board of Education was to appoint Andrew Freese, principal of the High school, Superintendent of Instruction. He immediately entered upon the discharge of his new duties. The compensation of the new superintendent was fixed at \$300 a year. Mr. Freese devoted one-half of his time to work of supervision, the other half of his time was devoted to his work as principal of the High school, for which he received \$1,000 a year. Among the other duties of the superintendent were those of examining teachers, and granting certificates to teach. This

work had heretofore been performed by the Board of School Managers.

Mr. Freese found that the schools were very imperfectly classified. He endeavored to correct this as much as possible. He found that pupils had been advanced too soon in the series of books used. "Teachers in the Primary departments were laboring over classes in the second reader," says Mr. Freese, in his first annual report, "when they could neither pronounce nor spell half the words they met with; and scholars were advanced to the third reader before they could read with any tolerable degree of accuracy, the simplest pieces in the second. In some of the Intermediate schools the fourth reader was used in all the classes, and I noticed little scholars endeavoring to read extracts from the poetry of Milton, Shakespeare, Byron, Congress speeches, and other compositions with which this book was filled, when not one pupil in ten could read a simple paragraph correctly or comprehend the meaning of the author even if he could read his words. With a very few exceptions, reading was badly taught. Too little time was devoted to it." Mr. Freese at once set about to correct this difficulty. He met with great opposition. Parents objected to having their children put back to books lower in the series. It was also found that in most cases new text books would have to be purchased. This difficulty was done away with, however, by having the scholars exchange books. Classes were then dropped back to lower books in the series, when it could be done by mutual exchange of books, and when it could not be done that way, Mr. Freese "directed the teacher to put the pupils back to the beginning of their readers, and not to advance any to higher classes till the end of the year." Much more time was given to the teaching of reading from this time on.

There was a great want of uniformity in the course of study pursued in the different schools. On this subject, Mr. Freese says: "Mental arithmetic, for example, in some schools was regularly and systematically pursued, while in others of the same grade it was almost entirely neglected.

In some, geography was taught by requiring pupils to commit to memory a large number of pages of definitive and descriptive matter, giving very little attention to maps; in others, local geography was taught almost exclusively. The pupils in one school had learned by great diligence and study to name and bound the counties of Ohio, while at the same time they could not name the five grand divisions of the globe, or even bound the state they lived in!"

To correct this fault was a difficult matter, for the reason that the same grades varied in the different school districts. For instance, the Intermediate schools in the Clinton street school building were composed of higher classes than those of the Intermediate schools in the West St. Clair street school building. There was the same difference between the Grammar school departments of the two buildings. Mr. Freese ascribed this difference to the fact that the Clinton street building had three times as many Primary scholars below the Intermediate grade to draw from than had the West St. Clair street building. While classes in the same grades in the different schools were sometimes widely separated as to the work they were pursuing, there were classes in all the schools that corresponded with classes in each of the schools. For instance, "a pupil from the first class of one of our Intermediate schools on Clinton street would find, on moving to the Third ward, a class corresponding with his own in the Grammar department of the West St. Clair street school. Here he would take his seat and pursue the same studies that he did in the school he left."

Mr. Freese divided the schools below the High school into nine classes and prescribed for each class a specific amount of work. This classification and course of study was as follows:

### PRIMARY SCHOOLS.

#### THIRD CLASS.

Elements of Reading (Primer and Blackboard)—Miscellaneous Oral Instruction—Drawing and Printing on

Slates—All words in Primer learned so as to be named at sight and readily spelled.

SECOND CLASS.

Reading (First Reader)—Oral Geography—Oral Arithmetic—Printing Spelling Lessons on Slates—Elements of Drawing—All words in First Reader Spelled.

FIRST CLASS.

Reading (Second Reader)—Oral Geography, continued—Exercises on Outline Maps—The Grand Divisions, Oceans, Principal Seas, Lakes, Rivers, Islands, etc.—Mental Arithmetic (Adams'), learned as far as 20th Lesson—Printing Spelling Lessons on Slates—All words in Second Reader spelled—Spelling Book commenced—Marks of Punctuation—Elements of Drawing.

INTERMEDIATE SCHOOLS.

THIRD CLASS.

Reading (Third Reader, 100 pages)—Local Geography of Western Continent by Outline Maps—Map Drawing—Stoddard's Mental Arithmetic commenced, and three chapters learned—Spelling—Abbreviations—Elementary Sounds—Penmanship—Elements of Drawing—Music.

SECOND CLASS.

Reading (Third Reader finished)—Local Geography of Eastern Continent—Map Drawing—Stoddard's Mental Arithmetic to 48th page—Written Arithmetic, through simple rules—Spelling—Elementary Sounds—Penmanship—Drawing—Music.

FIRST CLASS.

Reading (Fourth Reader, 100 pages)—Geography, Local, reviewed—Parley's First Book of History—Stoddard's Mental Arithmetic to 64th page—Written Arithmetic (Tracy's) completed, or Davies' to 148th page—Elements of Grammar taught Orally to whole School—Spelling—Elementary Sounds—Penmanship—Drawing—Music.



## GRAMMAR SCHOOLS.

## THIRD CLASS.

Reading (Fourth Reader Completed)—Geography—(Descriptive) of Western Continent—Stoddard's Mental Arithmetic to 106th page—Written Arithmetic (Davies') to 254th page—Grammar Commenced—Compositions—Spelling—Penmanship—Drawing—Music.

## SECOND CLASS.

Reading (Fifth Reader)—Geography, Descriptive of Eastern Continent—Local Reviewed—Stoddard Completed—Written Arithmetic to 313th page—Grammar, through Etymology—Compositions—Spelling—Perspective—Drawing—Penmanship—Music.

## FIRST CLASS.

Rhetorical Reading—Written Arithmetic Completed—Mental Algebra—Physiology—American History—Grammar, through Syntax, Reviewed—Compositions—Spelling—Declamation—Drawing—Shades and Shadows—Penmanship and Music.

Moral Instruction given daily in all the Schools.

During the year ending June, 1854, there were 16 Primary schools, 12 Intermediate schools, five Grammar schools and a High school in the city. Eleven male and 36 female teachers were employed, including the teachers of drawing, music, and penmanship, who were not attached to any one school. The expenditures for schools for the year ending with June, 1854, up to the time of the annexation of Ohio City, were \$27,196.60. Soon after the organization of the Board of Education, a general increase in the salaries of the teachers was made. Mr. Freese was given \$1,000 a year as principal of the High school, and the other male teachers were paid from \$600 to \$800. Heretofore, female teachers had been paid a stipulated sum per week. At first, their weekly pay was increased. Later, the superintendent was directed to examine all the teachers and applicants, and he

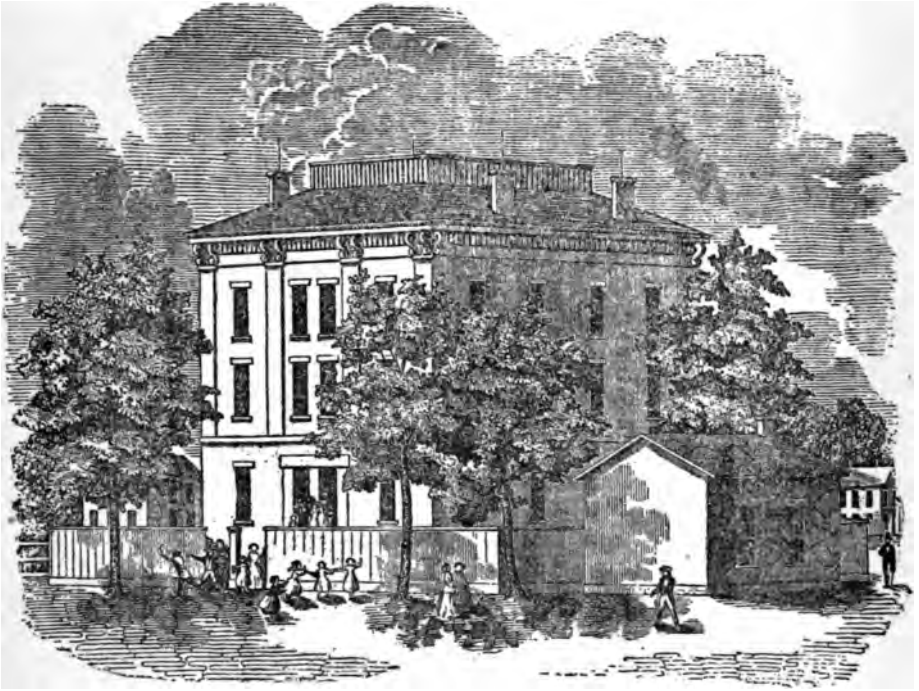
issued three classes of certificates to them, according to their scholarship and fitness to teach school. Female teachers were then paid according to the grade of certificate they held. Those holding first class certificates received \$300 per annum, those holding second class, \$275, and those holding third class, \$250.

The number of pupils registered in the public schools was 3,161. The number of youth between five and 21 years of age, according to the census of October, 1853, was 8,426. During the summer of 1853, two cheap wooden buildings were erected in the Depot and Mayflower districts. At the same time, a small dwelling house, owned by the city, on Huntington street, was fitted up as a school room.

The Prospect and Kinsman street school buildings, and the building on St. Clair street in the Fifth ward, were too small for the wants of the district, and were dilapidated, inconvenient, and badly located. The Board of Managers therefore recommended that more central sites be purchased, and new buildings erected. On March 15, 1854, the Council adopted a resolution, authorizing and instructing the school committee "to carry out the recommendations of the Board of Education, in relation to the sale of the Prospect street school house and lot; also, the Kinsman street school house and lot, and the purchase of a more central site in the district, and the erection thereon of a school building; also, the sale of the St. Clair street public school house and lot, east of Erie street, and the purchase of a lot more central; also, the erection of a suitable school building on Mayflower street school lot." The Board of School Managers, in their annual report for 1853-4, say that they have taken measures to carry the recommendations into effect. As a matter of fact, for some reason, they did not carry out any of the instructions contained in the above resolution, save the one with regard to the Mayflower school building. They probably failed to find a purchaser for the lots.

The crowded condition of the Mayflower street school led the school committee to contract first for a fine new building for that school, and in 1854, a three-story building

was completed. It was built by Blair and Kidney, and cost, with furniture and fixtures, about \$10,000. The first and second stories were divided into three school rooms each. On the third floor was a large school room, besides recitation, library, and teachers' rooms. The building accommodated about 550 pupils. It was heated by furnaces.



OLD MAYFLOWER STREET SCHOOL HOUSE.

Under the new ordinance, authorizing "visiting committees," the following committees inspected the schools during the year 1853-54:

First ward, Rev. S. B. Canfield, H. B. Spellman, Rev. William Day.

Second ward, Rev. S. W. Adams, Jacob Perkins, H. H. Dodge.

Third ward, Silas Belden, Charles Stetson, J. G. Stockly.

Fourth ward, Rev. E. H. Nevin, Harvey Rice, W. H. Stanley.

The duties of these Visiting committees were defined by the resolution of the Board of Education as follows:

"That the Visiting committees be requested to visit the schools in their respective wards, in concert, at some time to be appointed by themselves, as often as twice in each term; and after examining each school, to report the result of their examination to the Board of Education, at least one week before the close of the term."

Ohio City became a part of Cleveland in June, 1854. It then had a school population of 2,438, and about 800 children were attending the public schools. From 200 to 250 were in attendance upon private schools. The city owned school houses on Penn, Vermont, and Church streets. Besides these schools, a school was conducted in the Old Universalist church, in the south-east part of the city, and one in the Seminary building. The Penn street building was a two-story brick. It had a room on each floor. The Primary room, on the first floor, seated about 75 pupils, and the upper room had a capacity for about 60 pupils. The Vermont street house was about 25 feet square, and had but one room. The attendance at the different schools was as follows: Penn street, 195; Old Universalist church, 162; Vermont street, 54; Seminary building, 107; Church street, 182.

The last year that Ohio City was a separate school district, the cost of operating the schools of that city was \$4,191.15. There were 11 teachers employed, and they were paid about the same as the teachers of the Cleveland schools. When the two cities were joined together, the school ordinance was amended by increasing the number of the members of the Board of Education from seven to 11. The following were elected members of the Board by the Council under the amended ordinance: B. Sheldon, Horace Benton, R. B. Dennis, A. P. Turner, Charles Bradburn, W. D. Beattie, I. L. Hewitt, B. Stedman, George Willey, T. P. Handy, and S. H. Mather.

Mr. Bradburn, having been elected a member of the City

Council, declined to serve further as a member of the Board. James A. Briggs was elected by the Council as a member of the Board in place of Mr. Bradburn. In the annual report for 1853-4, Secretary Mather, of the Board of Education, says, concerning Mr. Bradburn's retirement from the Board:

"The retirement of Mr. Bradburn from the Board of Education has already been mentioned. During the 14 years which he has been connected with the management of the public schools, they have ever found in him a firm friend, an able advocate, and an efficient manager. To his persevering efforts and devoted labors, we owe much that is valuable and permanent in our schools, and school system. His experience, and familiarity with their wants rendered his services in the Board invaluable, and his associates witnessed his retirement with regret."

The new Board organized by electing B. Sheldon, president, and S. H. Mather, secretary. The Board now held public meetings for the transaction of business, once in two weeks, in the City Council hall. When Ohio City ceased to be a separate school district, it had in process of construction, three large brick school houses. They were located on Pearl, Hicks, and Kentucky streets. They were finished by the Board of Education of Cleveland. They cost about \$7,000 each. They were three stories in height, and each of the buildings had five rooms, two in each of the lower stories, and a large double room in the third story. All the West Side schools, with the exception of the Penn street school, were transferred to these three buildings upon their completion. The Pearl street building was completed in November, 1854; the Kentucky street building in January, 1855, and the Hicks street building in the fall of 1855.

In order to assist in getting more money for new school buildings, and for the development of the school system, Mr. Bradburn decided to be a candidate for the Council. On April 6, 1854, he was elected councilman from the First ward. When the Council committees were appointed for the year, he was made chairman of the committee on schools. The other two members of the committee were Messrs.

Gardner and Everett. On May 3, Mr. Bradburn secured the passage of a resolution, directing the purchase of a lot of land in the First ward for a school house. He also secured the passage of a resolution, approving the purchase by the school committee "of a lot of land on Bolivar street, 40 feet by 165 feet, of Joseph Ryser, for \$2,040, and one lot of land of the trustees of the Tifereth Israel church, 40 by 162, for \$2,500, for a school house lot."

## CHAPTER VII.

**Graduation of First High School Class — New High School Building — Branch High School — Teachers' Salaries — Rule Six — Illiteracy — Dedication of Central High School Building.**

The first class that was graduated from the Cleveland Central High school received diplomas at the conclusion of the spring term of school in 1855. There were ten in the class. The school had been established nine years, and, while a few individuals had completed the course prescribed, no class had done so up to this year. Public exercises, participated in by the class, were held. The class was composed of the following:

George W. Durgin, Jr.,	Emaline W. Curtis,
Henry W. Hamlen,	Helen E. Farrand,
John G. Prince,	Julia E. O'Brien,
Timothy H. Rearden,	Laura C. Spelman,
Albert H. Spencer,	Lucy M. Spelman.

The fact that the school had very poor accommodations, was largely responsible for the failure to graduate a class previous to this time. The school was still housed in the small wooden building on the lot on Euclid street. Demands for better accommodations for the school had been made ever since the school was organized, and when the wooden structure was erected it was intended merely for temporary use. In the spring of 1855, a contract was let for a fine, three-story High school building, to be erected on the Euclid street lot. The Council records show that on February 14, 1855, "the committee on schools reported in favor of erecting a new building on Euclid street, of sufficient capacity to accommodate the High school, and three preparatory Intermediate schools, and recommended that the

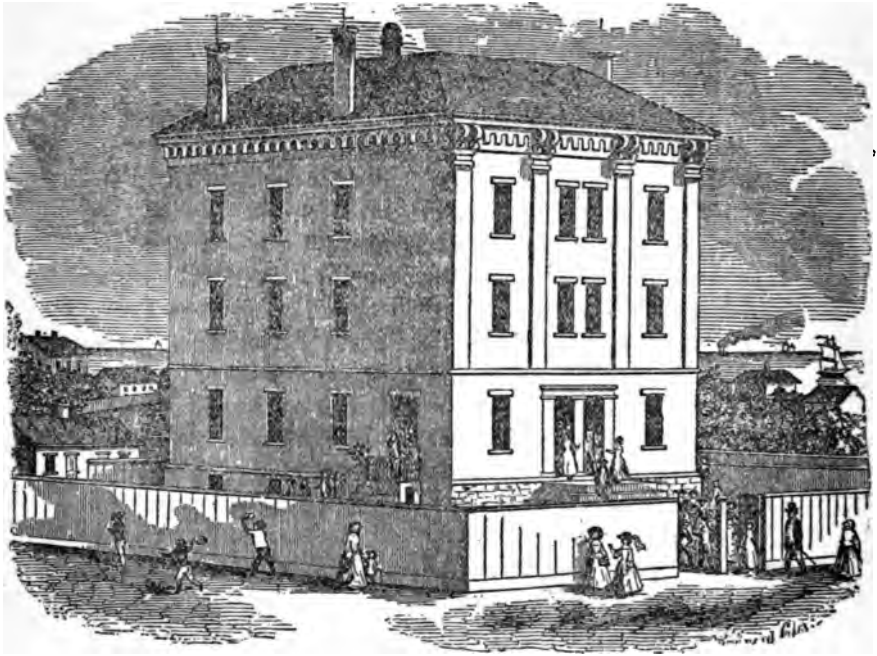
school committee be authorized to advertise for proposals for the erection of a building on the High school lot, in conformity with the plan which is presented herewith and recommended by the Board of Education." On the same evening, Mr. Bradburn introduced a resolution instructing the committee to advertise for proposals for erecting the building. March 7, a communication was read in the Council from the Board of Education "urging the Council to at once build the High school building on Euclid street, as proposed by Mr. Bradburn." On the evening of March 21, Mr. Bradburn reported to the Council that no additional taxes would be necessary to build the High school building. The committee on schools reported to the Council, on March 26, that it had received 14 proposals for the erection of the new High school building, the lowest bid being \$15,400, and the highest bid, \$18,590. On the evening of March 28, on the motion of Mr. Bradburn, the committee on public buildings was authorized to enter into a contract with A. J. Piper and Jefferson Thomas, for a High school building on Euclid street, for the sum of \$15,400. There was some delay in starting the work on the new building, and on April 7, 1855, the Council adopted a resolution, presented by Cotterell, "that Charles Bradburn, Chauncy Tice, and C. W. Palmer, be a special committee to find out if contractors A. J. Piper and J. Thomas refuse to proceed with their contract, and that if they do, the committee be authorized to let the contract to Henry Blair and Taylor Emerson." The records do not show what the committee found. Mr. Piper erected the building.

Pending the completion of the new building, the High school was removed to the Prospect street building at the commencement of the fall term of 1855. There it remained until the spring of 1856.

For a number of years, a Senior school had been conducted on the West Side, in the building known as the Seminary. The school was transferred to the upper rooms in the Kentucky street school building, when that building was completed. The course of study in the school was somewhat



in advance of the course in the ordinary Grammar school. When Ohio City was annexed to Cleveland, the people of the West Side wanted a High school. As the special act of the legislature, authorizing the creation of the Central High school, limited the number of schools to be established to one, a separate High school on the West side was not possible, without further legislation. This difficulty was done away with by organizing a High school in the Kentucky



KENTUCKY STREET SCHOOL HOUSE.

street building, in August, 1855, as a branch of the Central High school. Mr. A. G. Hopkinson was the first principal of the school. For a number of years, this school was known as the Branch High school. In no way but name, however, was the school a branch of the Central High school. From the first, it was an independent school. The course of study was the same as that of the Central High school.

On September 20, 1854, the Council adopted a resolution, by Bradburn, directing the mayor to issue bonds for the purchase of lots 26 and 27, on the south side of Eagle street, being 100 feet front, for \$5,000. A contract for the erection of the building was soon let, and during the summer of 1855, the Eagle street school house was finished. It was built on the same plan as the Mayflower school building. In the fall of 1854, Mr. Bradburn secured the passage of an ordinance, providing for the issuing of \$30,000 in bonds, the proceeds of which to be used to pay for the new school buildings which had been erected or were under contract.

In June, 1854, the Council exchanged a lot on Euclid street, belonging to the city, for a lot on Cedar street, 100 by 200 feet. A small building, located on the Euclid street lot, was moved to the lot on Cedar street, and later fixed up for a Primary school room. In November, 1854, the Council purchased of O. H. Perry and H. B. Payne, 100 feet of land on St. Clair street, in the Fifth ward, for \$2,500.

As an incentive to secure permanent teachers, the Board of Education, at the commencement of the fall term, in 1854, passed the following resolution:

Resolved, That hereafter female teachers be paid as follows: "Those who have taught two consecutive years in our schools shall, thereafter, receive, on certificates of the first class, one dollar; the second class, seventy-five cents, and the third class, fifty cents per week, in addition to the salary denoted by their certificates, respectively. For the first and second terms after their first engagement, they shall be paid at the rate of \$275, \$250 and \$225 per annum, according to the class of their certificates. Those who teach through the third term shall then be paid the full salary denoted by their certificates for one year. Provided, that exceptions may be made in case of removal by sickness."

The sum of \$200 was also voted to be distributed by a committee among those female teachers, who excelled in certain specified departments, without neglecting their other departments.

The school law of 1853, among other things, provided

that one-tenth of a mill should be levied for the purpose of furnishing school libraries and apparatus to all common schools. For the years 1854 and 1855, the city received \$1,944.94 as its share of this fund. With this sum dictionaries, encyclopedias, reference books, maps, charts and apparatus were bought for the different grades. Chemical and philosophical apparatus was purchased for the High school at an expense of \$400. To the High school library many of the best works in science were added.

On February 7, 1855, an effort was made in the Council to do away with that part of rule six which said that "Permission shall not be granted to leave school for the purpose of attending any music, dancing or other lessons." The committee on schools reported that the rule was "of long standing in the High school, where its operation has been salutary and satisfactory, and that recently it was made applicable to the other schools." The committee further reported that the superintendent would confer with the Board of Education as to the propriety of changing the rule "so as to allow those scholars who take lessons out of school hours to continue to do so and stay in the school on omitting the study of such branches as have recitation during their absence."

At the close of the school year of 1854-55 there were 52 schools in the city and 64 teachers, including the superintendent and teachers of drawing, penmanship and music. The whole number of scholars registered was 4,707 for the spring term, with an average daily attendance of 3,439, and an average of 78 to each teacher. The school census, taken in October, 1854, showed that there were 12,076 white youth in the city between the ages of five and 21. The total number of colored children was 153. Despite the fact that the public schools of Cleveland of that day were regarded as being in excellent condition, there was a remarkable lot of illiteracy in the city. Concerning this condition the Board of Managers, in their annual report, made this statement: "There are in the city about ten thousand children under sixteen years of age who cannot read. How many of these are

under six, or too young to learn, we cannot tell. The proportion of readers is only about three-sevenths. There are also more than two thousand persons over sixteen years of age who are unable to read. Included in the above are 267 families, no member of which can read. Most of these are found among our foreign population, who have lived where the privileges and blessings of free schools were unknown, but not all. Seven of these families are American. These statistics of ignorance are reliable and worthy of consideration."

The course of study at this time was as follows: In the Primary departments reading and spelling were the principal subjects taught; in the Intermediate departments the pupils were taught reading, spelling, writing, drawing, geography and arithmetic; in the Grammar departments instruction was given in the same branches as in the Intermediate with the addition of English grammar, physiology, mental algebra and history of the United States. In the High school the studies were algebra, geometry, trigonometry, surveying, English composition, rhetoric, mental and moral science, political economy, natural history, botany, natural philosophy, chemistry, geology, astronomy and general history.

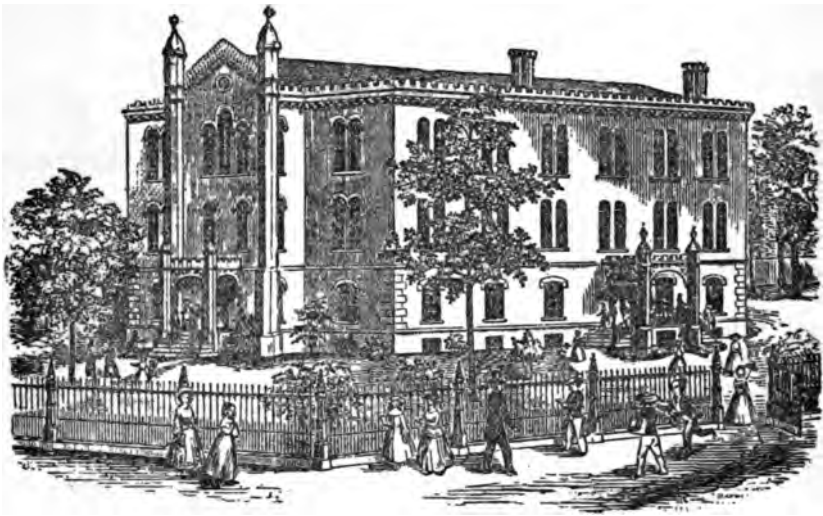
Two hours each week were devoted to writing, one to drawing, and one to music in the Intermediate and Grammar departments. Music was also taught in about half the Primary schools. During the year there was expended for schools \$82,646.38, including \$45,275.01 for buildings and furniture, \$6,564.27 for lots, and interest on same. The receipts were \$161,494.26, including \$29,397.50, which was received for the sale of \$30,000 of bonds.

Cleveland levied for school purposes, a tax of two mills, in 1854, the largest levy that was possible under the charter. The levy was required to make up a deficit of former years, and to aid in the erection of new school buildings. In 1855 the levy was only three-fourths of a mill.

The Central High school was completed in the spring of 1856, and the High school was removed to the new build-

ing at the commencement of the spring term. The new building was dedicated on April 1, 1856, with appropriate exercises in which the pupils of the school took part. Addresses were made by George Willey and C. W. Palmer, of Cleveland, and H. H. Barney, state school commissioner.

The new building was the pride of Cleveland. People came from all over the state to see it. It was regarded as the finest High school in the West, and many said that Cleveland was far ahead of the times, and that the erection of so fine a building was a piece of extravagance. The



HIGH SCHOOL BUILDING, ERECTED IN 1856.

building is 60 by 90 feet, of the Romanesque style of architecture. The front is of cut stone, and the side and rear walls of brick. In the basement were wardrobe rooms, a laboratory and rooms for the furnaces and fuel. On the first floor was the superintendent's office, library, philosophical room and two school rooms, 24 by 27 feet, used for girls' Primary and Intermediate departments. The High school room, two recitation rooms, and two private rooms for the teachers were located on the second floor. A large hall for exhibition purposes occupied the whole of the third floor.

The High school room was seated with 150 single desks and chairs. The total cost of the building, complete, with furnaces and furniture, was \$20,000. This building was the last of six large school buildings erected by the city within a period of two years and at a total expense of \$60,000. The following table gives a list of the school property belonging to the city at the close of the school year in July, 1856, together with the value of the land, buildings and furniture :

[illegible]

At the fall term the schools in the Fifth ward were reorganized and a Grammar school, under Mr. Lawrence, established. For the benefit of pupils who were backward in their studies an unclassified school was organized in the Kinsman street school house. At the close of the second term it was removed to the Prospect street school, and was reorganized into a boys' Intermediate school. A Primary school for boys and girls was opened in the Champlain street school, about the middle of the winter term, with 60 scholars. The attendance was very irregular, and by the middle of the spring term had been reduced to one-fifth of the original number. The school was then abandoned. At the spring term a girls' Primary school and a girls' Intermediate school were opened in the Central High school building, and a Primary school on Wood street was discontinued. A boys' and girls' Primary school was opened in a room on Euclid street, between Perry and Hudson streets. The small building which had been moved to the lot on Cedar street was opened as a Primary school at the commencement of the year. The last two schools were designed to relieve the Mayflower and Brownell street schools.

During the year the following text books were adopted: Lossing's History of the United States, Webb's Fourth Reader in place of McGuffy's, and a new edition of Davies' Practical Arithmetic in place of the old.

The numbers of scholars registered during the year were 4,734, and the average daily attendance was 3,311. According to the census there were 12,769 white children in the city, between the ages of five and 21, and 178 colored children. There were 61 schools in the city at the close of the spring term, and 75 teachers. The average number of pupils to each teacher was 67.

The teachers' salaries were readjusted during the year, and were as follows: Superintendent, \$1,300; principals of High schools, \$1,000; principals of Grammar schools, \$800; teachers of penmanship, drawing and vocal music, from \$650 to \$800, according to the time employed. Female principal of Central High school, \$500; other female teachers,

\$400, \$350, \$300 and \$250, according to the grade of their certificates.

During January, 1856, the Council enacted a new school ordinance. The only important change in the new ordinance was that reducing the number of the members of the Board of Education from 11 to five. The course of study for the several grades, together with the time given daily by the teachers to the several studies was as follows:

Primary schools—Reading and spelling, four hours and 25 minutes. Oral geography, 15 minutes. Oral arithmetic, 15 minutes. General miscellaneous instructions, 20 minutes. Opening exercises, 10 minutes. Recesses, 30 minutes. Calling roll, five minutes.

Secondary schools—Reading and spelling, three hours and 40 minutes. Geography, 32 minutes. Mental arithmetic, 33 minutes. Miscellaneous oral instruction, 30 minutes. Opening exercises, 10 minutes. Recesses, 30 minutes. Calling roll, five minutes.

Intermediate schools—Reading and spelling, one hour and 48 minutes. Geography, 53 minutes. Mental arithmetic, one hour and nine minutes. General miscellaneous instruction, 20 minutes. Music, 12 minutes. Drawing, six minutes. Writing 12 minutes. Opening exercises, 10 minutes. Recesses, 30 minutes. Calling roll, five minutes.

Grammar schools—Reading and spelling, 50 minutes. Geography, 35 minutes. Mental arithmetic, 40 minutes. Written arithmetic, 50 minutes. Grammar, 35 minutes. History of United States, 15 minutes. Physiology, 14 minutes. Mental algebra, 12 minutes. Moral lectures, compositions and declamations, 20 minutes. Music, 12 minutes. Drawing, 12 minutes. Writing, 24 minutes. Opening exercises, 10 minutes. Recesses, 30 minutes.

Music, drawing and declamation occurred but once a week, but the time given in the above synopsis is the daily average. History, physiology and algebra were studied but one or two terms a year, but the time mentioned above is the average given to each as though a recitation was made every day during the school year. The secondary schools



mentioned in the course of study were composed of the more advanced Primary scholars. The division of the Primary schools into Primary and Secondary schools was made during the school year of 1855-56.

The sum of \$65,250 was expended for schools during the year, of which \$34,615.78 was for current expenses.

The study of Greek and Latin languages was introduced into the High school at the commencement of the fall term of 1856. A classical and English course had been prepared with a great deal of care, the former course being designed to fit pupils for college. It is probable that it was not officially adopted by the school authorities, yet it is printed in full in the annual school reports for 1857 and 1858.

## CHAPTER VIII.

**An Industrial School—Introduction of German—New High School Course—Evening Schools—Qualifications of Teachers—Superintendent Freese's Classification.**

Mr. Bradburn, having been defeated for re-election to the Council at the spring election of 1856, accepted a place on the new Board of Education, which was appointed on July 15 of that year. The new Board consisted of Charles Bradburn, George Willey, Horace Benton, R. B. Dennis and Samuel H. Mather. Charles Bradburn was elected president and R. B. Dennis secretary upon the organization of the new Board. Considerable trouble was experienced in heating the school buildings during this year and for several preceding years. Furnaces had been tried, but were not satisfactory, and the cost of putting in steam heat was thought to be too large. The Board of Education, however, urged the Council to adopt steam heat for some of the larger buildings as the only means of solving the problem.

On December 16, 1856, Mr. Paddock introduced a resolution into the Council "that a committee of three be appointed to confer with John A. Foot and others as to the expediency of establishing an Industrial school." The resolution was adopted, and Paddock, Rice and Rogers were appointed as members of the committee. On December 24 the committee reported "in favor of establishing an Industrial school at once, in the Champlain street school house, under the supervision of the committee on schools, said committee to report expense and condition of same to the Council quarterly." The committee adopted the report. The school was soon started.

The Council let the contract on March 3, 1857, to Blair and Kidney for a new school house on St. Clair street, in the Fifth ward, for \$8,200, "they to take the Bolivar street

school lot at \$2,200, \$1,600 cash to be paid them to apply on contract, and the balance to be paid in two years at six per cent interest. The building was located at the corner of St. Clair and Alabama streets, and was finished by the end of the school year.

The graduating class of the High school for the year 1856-57 numbered 12. The class exercises were very creditable, and were attended by a great many Cleveland people. The names of the graduates for this year are as follows, six of them being from the East side and six from the West side:

Misses Elizabeth McIntosh, M. C. Quintrell, C. Branch, E. Gibbs, S. E. Stillman, M. Bryner, C. Haskell and S. Andrews; and Masters George W. Jones, Alpheus Quintrell, Ed. G. Knowlton and Ed. P. Sheldon.

The number of pupils enrolled in all the schools during the year was 5,750. The average attendance was 3,410. The number taught in each of the grades or departments averaged as follows:

High schools, 197; Grammar schools, 828; Intermediate schools, 1,291; Secondary schools, 450; Primary schools, 2,157. There were 76 teachers employed, 14 of whom were male and 62 female. The expenditures for schools during the year was \$45,474.16, of which \$31,444.96 was paid for teachers' salaries. The receipts for the year were but \$38,275.05, leaving a deficit of \$7,199.11. The levy for school purposes was only three-eighths of a mill.

The Board of Education which had charge of the schools for the year of 1857-58 was elected on April 26, 1857, by the Council, and was composed of the following men: Charles Bradburn, C. W. Palmer, R. B. Dennis, T. S. Paddock and George Willey. The Board organized by electing Charles Bradburn president and George Willey secretary.

On July 7, 1857, the committee on schools reported to the Council "in favor of leasing a lot at Cedar and Greenwood streets for the new school house which the Board of Education wanted located near Hudson and Cedar avenues,

for \$46 a year of J. C. Radcliffe." The committee favored the erection thereon of a wooden school house of two rooms. The committee on schools was instructed by the Council to lease the lot, and erect a building in accordance with their report.

Eight pupils graduated from the Central High school, and 10 from the Branch High school at the close of the school year. During the year, the Board substituted Hillard's Readers for the readers then in use. There were 80 teachers employed, 12 being male and 68 being female teachers. The total number of scholars enrolled for the year was 6,250, and the daily average attendance was 3,714. Of the number enrolled 4,773 belonged to the Primary, Secondary and Intermediate schools. These schools were in charge exclusively of female teachers. Enrolled in the Grammar and High schools were 1,477 pupils. These schools were taught by male teachers with female assistants. The percentage of daily attendance gained considerably during the year. The average attendance for the year, based on the actual membership of the several schools for each term, was as follows: High schools, 94.8 per cent; Grammar schools, 90.2 per cent; Intermediate schools, 90.3 per cent; Secondary and Primary schools, 89.9 per cent. The total expenditure for schools during the year was \$48,839.68, and the receipts were \$41,444.25.

At the session of the legislature, held in the winter of 1859, a law was passed "to provide for the regulation and support of the common schools in the city of Cleveland." Among other things, the new law provided that the schools should be in charge of a Board of Education, the members of which should be elected by the people. In accordance with the new act the following Board of Education was elected on the fifth day of April, 1859: Charles Bradburn, Alleyne Maynard, Dr. Charles S. Reese, William H. Stanley, Nathan Payne, W. P. Fogg, Lester Hayes, Rev. J. A. Thome, T. B. Pratt, Daniel P. Rhodes and George R. Vaughan. One member of the Board was elected from each ward in the city, and they held their office for one year. The

Board elected Charles Bradburn president, and Alleyne Maynard secretary.

The new law also required that the Board of Education should appoint "three suitable persons, of competent learning and ability, who shall constitute a Board of Examiners, whose duty it shall be to meet at least once in every month to examine the qualifications, competency and moral character of all persons desirous of becoming teachers in the public schools of the city of Cleveland. A majority of the Board shall have power to grant certificates to such persons as, in their opinion, shall be entitled to receive the same, and no person shall be employed, except as a temporary supply, as a teacher in any of the public schools of the city until he or she has obtained from said Board of Examiners, a certificate of qualifications, as to his or her competency and moral character." The number of the members of this Board was increased to six, under the general law of the state, adopted in 1873. Their duties, however, remained the same, "except that special teachers in sciences, language, music, drawing, penmanship, etc., were required to be examined only in their specialties, and the Board of Examiners was empowered to appoint special examiners, not members of their own body, for the examination of candidates in these branches."

No new buildings were erected during the year, but all of the school houses were put in good repair.

The Board deemed it advisable to retain corporal punishment in the schools. Concerning the Board's action in retaining corporal punishment, Secretary Maynard says, in his annual report: "This is repugnant to the opinions and feelings of a portion of the residents of the city, and has been opposed by some of the members of the Board. But it seems to the Board, after a careful consideration of the subject, that this method of punishment cannot be entirely abolished at present. It should, however, only be resorted to when all other modes have failed; and those teachers will be esteemed by the Board most efficient who can succeed in maintaining the discipline of the schools without its use."

Owing to the shortage of school funds the Board did not employ a special teacher in drawing during the year, and special instruction in music was discontinued for the same reason. The teaching of penmanship by a special teacher was also abandoned owing to the great increase in the number of schools and the limited time which one teacher could devote to each school. It was thought that the substitution of a series of copy-books, and increased attention to the writing exercises on the part of the regular teachers would result in greater efficiency than under the old system of special instruction.

During the year the course and term of study in the High school department was carefully revised by a special committee of the Board of Education. The term of study was changed from three to four years, and four different courses were provided for. It will be noticed that the sturdy of the German language is provided for. Prof. Karl Ruger was employed in the fall of 1859 to teach the language. The four courses were as follows:

### ENGLISH COURSE.

#### FIRST YEAR.

1st Term—Arithmetic, English Grammar and History of the United States.

2d Term—Arithmetic, English Grammar and Ancient History and Geography.

3d Term—Algebra, English Grammar and Ancient History and Geography.

#### SECOND YEAR.

1st Term—Algebra, English Composition and Modern History.

2d Term—Geometry, English Composition and Physical Geography.

3d Term—Geometry, Botany and Natural Philosophy.

#### THIRD YEAR.

1st Term—Geometry, Physiology and Natural Philosophy.

2d Term—Higher Algebra, Constitution of the United States, Evidences of Christianity and Chemistry.

3d Term—Higher Algebra, Rhetoric and Chemistry.

FOURTH YEAR.

1st Term—Trigonometry, Geology and Chemistry.

2d Term—Conic Sections, Mental Philosophy and Astronomy.

3d Term—Kames' Elements, Mental Philosophy and Household Science.

ENGLISH AND GERMAN COURSE.

This course was identical with the English course for the first two years. German was substituted for the Higher Mathematics of the third and fourth years.

ENGLISH AND LATIN COURSE.

FIRST YEAR.

1st Term—Arithmetic, History of the United States and Latin Lessons and Grammar.

2d Term—Arithmetic, Ancient History and Geography and Latin Lessons and Grammar.

3d Term—Algebra, Ancient History and Geography, and Latin Lessons and Grammar.

SECOND YEAR.

1st Term—Algebra, Modern History and Caesar.

2d Term—Geometry, Physical Geography, Caesar.

3d Term—Geometry, Natural Philosophy, Cicero.

THIRD YEAR.

1st Term—Physiology, Natural Philosophy and Cicero.

2d Term—Constitution of the United States, Evidences of Christianity, Chemistry and Virgil.

3d Term—Rhetoric, Chemistry and Virgil.

FOURTH YEAR.

1st Term—Geology, Chemistry and Virgil.

2d Term—Astronomy, Mental Philosophy and Sallust.

3d Term—Household Science, Mental Philosophy and Reviews.

CLASSICAL COURSE.

The Classical Course is identical with the English and Latin Course for the first two years.

THIRD YEAR.

1st Term—Greek Lessons and Grammar, Natural Philosophy and Cicero.

2d Term—Greek Lessons and Grammar, and Virgil.

3d Term—Greek Lessons and Grammar, and Virgil.

FOURTH YEAR.

1st Term—Xenophen's Anabasis and Virgil.

2d Term—Xenophen's Anabasis and Sallust.

3d Term—Xenophen's Anabasis and Reviews.

WEEKLY EXERCISES.

Declamations and Compositions throughout the course.

Reading and spelling three years.

Writing at the option of the teachers.

English synonymns and study of words.

Original declamations, two each term during the fourth year.

Latin prose composition during the second, third and fourth years of the Classical and English and Latin Courses.

Greek Testament once a week during the fourth year of the Classical Course.

At the close of the year there were 80 teachers employed in the schools. The total enrollment of scholars for the year was 5,960. The average attendance upon the public schools was 3,817, with the average number of pupils to each teacher of 51. The total number of youth in the city, between the ages of five and 21, was 12,984. There were two evening schools in existence during the year, one on each side of the river. Both opened on November 15, and continued until the 15th of March. The school on the East side was in charge of Henry J. Herrick, and William G. Lawrence, assisted by four female teachers, who taught on alternate evenings, so that two were present at each session. This school had an enrollment of 269, and an average at-



tendance of 118. Lectures were given upon natural history and other subjects by Mr. Herrick, Professor Brainard and Superintendent of Instruction Freese. The course of study embraced reading, spelling, writing, geography, arithmetic and grammar. Concerning this school and its progress, Superintendent Freese, in his annual report for the year, says: "As examples of progress, I may mention the fact that one class whose ages averaged upwards of 20 could neither read nor write at the opening of the school, but before its close they had learned to write sufficiently well to keep simple accounts, and could read easy reading intelligently. Another and a younger class commenced with no knowledge of arithmetic beyond an ability to solve easy questions mentally, but at the close of the term they could perform on the slate most examples found in the fundamental rules of written arithmetic. Indeed, the progress of all who attended regularly was quite remarkable. But many—perhaps half—were exceedingly irregular, and they were profited very little by the school."

Mr. Dare, with two female assistants, had charge of the school on the West side. In the school were enrolled 128, with an average attendance of 65. The average age of the pupils was 22. However, some of the pupils were 30 years old, and a few over 40.

In attendance upon the Central High school were 187 pupils. The school opened with an attendance of 177, 65 taking the Classical course and 112 taking the English course. At the close of the school year, 17 were graduated from the school. About the middle of the spring term gymnastic exercises were introduced into the school by Dr. Sterling, the principal. A great deal of interest was taken in the work. At the West High school the enrollment for the year was 82. The school graduated 13 at the end of the year.

At this time, and for several years previous, four grades of certificates had been issued to the teachers. Female teachers holding first grade certificates were paid \$400 a year; those holding second grade, \$350 a year; those holding third

grade, \$300 a year, and those holding fourth grade, \$250 a year. The grade of the certificate was established upon examination as follows:

First Grade—Applicants shall have had not less than two years' experience in teaching in the public schools of this city, or an experience equivalent thereto, and be qualified to pass an examination in orthography, reading, writing, drawing, English grammar, geography, American history, general history, mental and written arithmetic, physiology, theory and practice of teaching, and at least a majority of the higher English branches embraced in the High school course.

Second Grade—Applicants shall have had not less than one year's similar experience, and be able to pass an examination in orthography, reading, writing, drawing, English grammar, American history, general history, mental and written arithmetic, elements of natural philosophy, algebra, astronomy, and physiology, and theory and practice of teaching.

Third Grade—Applicants shall have had six months' similar experience, and be able to pass an examination in orthography, reading, writing, drawing, English grammar, geography, American history, general history, mental and written arithmetic, and theory and practice of teaching.

Fourth Grade—Applicants without such experience, examined as in Third Grade.

The total expenditures for the year 1858-59 were \$44,997.23, and the receipts were \$50,760.12, being greater than the expenditures for the first time in two years.

At the close of the school year of 1859-60 the total number of people in the city, between the ages of five and 21, was 13,309. There were 6,100 pupils enrolled in the public schools, 2,000 enrolled in the private Catholic schools, 200 enrolled in private Protestant schools, 250 enrolled in private German schools, and 50 enrolled in the orphan asylum, making a total of 9,600 scholars enrolled in the different schools of the city. This left 4,709 people between the ages of five and 21 who were not attending any school. The aver-

age number of pupils belonging to the public schools for the entire year was 4,203. Of these, 194 were taught in the High school department, 1,787 in the Grammar department, 1,146 in the Intermediate department, 650 in the Secondary department, and 1,626 in the Primary department. The expenses for operating the schools this year were \$47,639.27.

While the schools were graded and classified in this particular, they were far from being satisfactory to Superintendent of Instruction Freese. The school houses were too small to be adapted to the best classification. The largest buildings accommodated less than 500 pupils, and the smaller ones seated only about 330. In order to classify the scholars properly, Superintendent Freese estimated that buildings capable of seating 700 pupils would have to be provided, enabling the establishment in each school of 16 grades of about 50 to a grade. In the schools, as then organized, below the Grammar grades, the sexes were separated, thus making necessary the establishment of two classes in each grade where the same work was done. It will readily be seen how this interfered with the proper classification of the schools.

The city was divided by the river into two High school districts. The East side of the river was sub-divided into seven Grammar school districts, and the West into two. In all but three of these districts sub-districts had been formed for schools of a lower grade than the Grammar departments. In these sub-districts there were seven Primary, five Intermediate and three Secondary schools. Part of the districts had three departments; namely, Primary, Intermediate and Grammar. They were graded and classified as follows:

Grammar (girls and boys).....	100—4 classes
Intermediate (girls) .....	55—3 classes
Intermediate (boys) .....	55—3 classes
Primary (girls) .....	60—6 classes
Primary (boys) .....	60—6 classes

The remaining districts were graded and classified in the following manner:



HARVEY RICE.



Grammar (girls and boys) .....	100—4 classes
Intermediate (girls) .....	55—3 classes
Intermediate (boys) .....	55—3 classes
Secondary (girls) .....	60—4 classes
Secondary (boys) .....	60—4 classes
Primary (girls) .....	60—5 classes
Primary (boys) .....	60—5 classes

It will be seen that the sub-districts helped fill up the Grammar schools, but they were of no advantage to any of the other schools for the reason that they were identical in grade with them. Mr. Freese wanted but one school of the same grade in the same district. Beginning with the lowest, he would have had each higher grade a bit higher than the preceding one. On this subject, he says, in his annual report: "To establish, for example, two Intermediate schools is practically to divide classes that should recite together under the same teacher, into two sections, to recite the same lesson under separate teachers. If three schools of this grade be established, then the same classes are divided into three parts, and each has to recite to a different teacher. It is even worse than this in one or two of our districts, for we have four schools on an Intermediate grade, when there should be but one, and in no district are there less than two." He favored doing away with three of the nine Grammar schools, the re-districting of the city for school purposes, and the erection of buildings capable of seating 800 scholars. Then he would have graded and classified each school as follows:

Grammar department .....	girls and boys, 100—4 classes
1st Intermediate .....	girls, 52; boys, 52—3 classes
2d Intermediate .....	girls, 52; boys, 52—3 classes
1st Secondary .....	girls, 55; boys, 55—3 classes
2d Secondary .....	girls, 55; boys, 55—3 classes
1st Primary .....	girls, 58; boys, 58—4 classes
2d Primary .....	girls, 58; boys, 58—5 classes

"I have no idea that the Board," says Mr. Freese, in his annual report, "will deem it advisable to pull down and rebuild the school houses of the city, or make other radical changes to accomplish the objects which I have named. I think, however, while we are making alterations in our

buildings from year to year, and erecting new ones, it would be well to look towards a more perfect union school system, such as I have endeavored to give in outline."

Mr. Freese then went on to tell how these changes might be made by the erection of several additions to school buildings, and the erection of one or two new buildings.

## CHAPTER IX.

L. M. Oviatt is Made Superintendent—Object Lessons—West Side High School Building—Revised Course of Study—Superintendent Anson Smythe—Reported Shortage of School Funds—Brownell School Building.

Mr. Freese was not re-elected superintendent of schools for the year 1861-62. He preferred teaching to the duties of superintendent and had frequently told the Board that he wished to be relieved of the office of superintendent, and take up the work of teaching. The Board finally granted his request. He taught for a time in the Eagle school. In 1868 he was principal of the High school. At the close of the latter year he was compelled to retire from all school work owing to failing health.

Luther M. Oviatt was elected superintendent of instruction. He was a graduate of the Western Reserve College. He entered the schools first as a teacher in 1848, and for many years was principal of the Eagle street school. He left the schools after two years' service as superintendent and became the head of the public library.

The Dr. Lewis system of gymnastics was introduced into all the schools during the year of 1861-62. The teachers employed a professional instructor and equipped themselves to teach the system. Concerning these exercises in the schools, Superintendent Oviatt, in his report for the year ending in 1862, says: "In many of the schools light wooden dumb bells, costing from 10 to 14 cents a pair, are provided, with some musical instrument, as a piano, drum or triangle, to mark time. These exercises are practiced at least twice a day in every department, each drill occupying from five to 15 minutes, according to the grade of school. I entertain no doubt of their salutary effect on the minds as well as the bodies of the pupils. They feel better, study and recite bet-

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ter, and are in all respects more orderly and attentive after an active drill of this kind than when it is omitted."

The "Object Lessons" system was partially introduced in the schools during Professor Oviatt's administration by the "adoption of a treatise on geography, based on this method, for the Secondary schools, and requiring lessons on objects, occupying from 20 to 25 minutes a day to be given in the three lower grades, and about half an hour weekly in the Grammar department."

In October, 1861, an elegant new building, at the corner of State and Ann streets, was completed. The West High school was at once moved into it. In February, 1861, the Hicks street school building was burned. In the fall of that year a fine new building was completed on the site of the old one. The Cedar street building, which had become dilapidated, was removed, in December, 1861, to a lot on Hudson street and placed in good repair. During the school year, Miss Canfield resigned as teacher of the Secondary girls' school on Euclid street. As the attendance of the school had greatly fallen off it was discontinued. In February, 1862, the legislature enacted a law, providing that the members of the Board of Education should serve for two years, one-half of the members of the Board to be elected each spring.

The length of the school year was shortened four weeks for the purpose of reducing expenditures, which were aggregating much more than the receipts. At the same time the Board reduced the salaries of all teachers one-seventh of the sum originally paid. In this way, about \$5,000 was saved.

During the year the number of scholars enrolled in the public schools was 6,924, divided as follows: High schools, 290 scholars; Grammar schools, 1,210; Intermediate schools, 1,812; Secondary schools, 896; Secondary and Primary schools united, 1,578; Primary schools, 1,138. The average daily attendance was 3,921, and was divided among the schools as follows: High schools, 222; Grammar schools, 736; Intermediate schools, 1,057; Secondary schools, 510; Secondary and Primary schools united, 818; Primary

schools, 578. There were seven teachers employed in the High schools, 18 in the Grammar schools, 23 in the Intermediate schools, 10 in the Secondary schools, 14 in the Secondary and Primary schools united, 10 in the Primary schools, making a total of 82. In addition to the above, one extra teacher was employed in the High school for two terms on account of the large attendance. There was a total of 68 schools as follows: High schools, two; Grammar schools, nine; Intermediate schools, 23; Secondary schools, 10; Secondary and Primary schools united, 14; Primary schools, 10. The number of new scholars who entered the schools during the year was 1,617, or 27 per cent of the enrollment.

The receipts for the year were \$39,388.25, and the expenditures were \$39,771.84. The deficit was \$383.59. The sum of \$19,205.14 was received from the state common school fund for the support of the schools under the general law. Into that state school fund the city paid about \$25,000, or \$6,000 more than it received. The Board of Education, in the annual report, calls attention to this fact and to the injustice of it.

At the close of Professor Oviatt's administration, the revised course of study for the schools was as follows:

EIGHTH DIVISION, PRIMARY DEPARTMENT: CLASSES D, E AND F.

Word Method Cards; Primer and Blackboard Exercises; Printing and Drawing on slates daily, and on paper weekly; First Reader, with spelling from the same; Oral Arithmetic, with objects—counting and numbering to 50; Elementary Sounds and Phonic spelling; Lessons on Things, and spelling of all objects or terms named; Singing; Physical Exercises; Moral Instruction.

SEVENTH DIVISION: CLASSES A, B AND C.

First Reader completed; Oral Geography of the City, County and State; Oral Arithmetic, with objects, etc., as above—the scholars learning numbers to 100; Writing and Drawing as above; Elementary Sounds and Phonic spelling; Lessons on Things, with spelling, as above; Second Reader, half completed; Singing; Physical Exercises; Moral Instruction.

## MISCELLANEOUS WEEKLY EXERCISES, CHIEFLY FOR FRIDAYS.

Lesson in Writing (special).....	20 minutes
Lesson in Drawing (special).....	20 minutes
Lesson in Printing (special).....	20 minutes
Elementary Sounds and Phonic spelling.....	10 minutes
Reviews of Object Lessons of the week.....	30 minutes
Declamation and Singing.....	60 minutes

## SECONDARY DEPARTMENT.

## SIXTH DIVISION: CLASSES C AND D.

Second Reader completed; Oral Geography of the U. S., with lessons on Outline Maps; Oral Arithmetic, with numbers of chapters, pages, etc.; Writing and Drawing on slates daily, and on paper weekly; Names and uses of Punctuation marks; Lesson on Things, with spelling of terms used; Elementary Sounds and Phonic spelling; Third Reader commenced; Singing; Physical Exercises; Moral Instruction.

## FIFTH DIVISION: CLASSES A AND B.

Third Reader three-fourths completed; Allen's Primary Geography completed, with lessons on Animals and Plants; Map Drawing; Stoddard's Juvenile Arithmetic, to page 50; Punctuation marks, number of chapters, pages, etc.; Writing and Drawing as above; Elementary Sounds and Phonic spelling; Lessons on Things, with spelling as above; Singing; Physical Exercises; Moral Instruction.

## MISCELLANEOUS WEEKLY EXERCISES, CHIEFLY FOR FRIDAY.

Lesson in Writing (special).....	30 minutes
Lesson in Drawing (special).....	30 minutes
Review of Object Lessons of the week.....	30 minutes
Elementary Sounds and Phonic spelling.....	10 minutes
Declamation and Singing.....	60 minutes

## INTERMEDIATE DEPARTMENT.

## FOURTH DIVISION: CLASSES B AND C.

Third Reader completed; Fourth Reader commenced, with Defining; Monteith's Geography to Europe, with Outline Maps; Map Drawing; Colburn's Mental Arithmetic, to page 77; Elementary Sounds and Phonic spelling; Lesson

on Things, with spelling of terms used; Penmanship; Drawing; Singing; Physical Exercises; Moral Instruction.

#### THIRD DIVISION: CLASS A.

Fourth Reader completed, with Spelling and Defining; Monteith's Geography to Astronomy; Colburn's Mental Arithmetic to 100th page; Written Arithmetic to Reduction; Parley's First Book of History; Map Drawing; Elementary Sounds and Phonic Spelling; Lessons on Things, with terms spelled as above; Penmanship; Drawing; Singing; Physical Exercises; Moral Instruction.

#### MISCELLANEOUS WEEKLY EXERCISES, CHIEFLY FOR FRIDAY.

Elementary Sounds and Phonic Spelling.....	20 minutes
Practical Grammar, as writing sentences from dictation, to be corrected; use of Capitals, Punctuation marks, etc.; how to write letters, and to make out bills, accounts, etc.....	40 minutes
Composition, by A class.....	30 minutes
Declamation .....	30 minutes
Review of Object Lessons of the week.....	20 minutes
Lesson in Drawing.....	30 minutes
Review of other lessons and Singing.....	
Monthly Written Examination, on any day of the week .....	

#### GRAMMAR DEPARTMENT.

##### SECOND DIVISION: C AND D CLASSES.

Fifth Reader with spelling and defining from the same; Geography—Primary Definitions and Local Geography completed; Mental Arithmetic completed; Practical Arithmetic to Fractions; Lessons on Objects—their nature, relations, parts, properties and uses, etc.; Practical Grammar—capitals, punctuation, letter writing, bills, accounts, etc.; Composition; Declamation; Penmanship; Drawing—maps and sketches; Music; Physical Culture; Moral Instruction.

##### FIRST DIVISION: A AND B CLASSES.

Sixth Reader, with spelling and defining from the same; Geography reviewed—stating for what every place or thing is noted, when possible; Mental Arithmetic reviewed; Prac-

tical Arithmetic completed; Grammar—definitions, analysis, and parsing; Composition; Declamation; Lessons on Objects as above; U. S. History; Physiology and Hygiene; Spelling from text-books; Drawing—maps and sketches; Penmanship; Music; Physical Culture; Moral Instruction.

MISCELLANEOUS WEEKLY EXERCISES, CHIEFLY FOR FRIDAY.

Elementary Sounds and Phonic spelling.....	20 minutes
Practical Grammar, as noted above.....	40 minutes
Composition .....	45 minutes
Declamation .....	45 minutes
Elocutionary Reading—extra drills .....	45 minutes
Object Lessons .....	30 minutes
Music .....	40 minutes
Drawing .....	60 minutes
Written Examinations—to be held any day.....	

COURSES OF STUDY FOR THE HIGH SCHOOLS.

ENGLISH COURSE.

FIRST YEAR.

First Term—Arithmetic—English Grammar—United States History.

Second Term—Arithmetic—English Grammar—Ancient History and Geography.

Third Term—Algebra—English Grammar—Natural History and Mineralogy.

SECOND YEAR.

First Term—Algebra—English Composition—Physical Geography.

Second Term—Geometry—English Composition—Botany.

Third Term—Geometry—Natural Philosophy—Botany.

THIRD YEAR.

First Term—Algebra—Natural Philosophy—Physiology.

Second Term—Constitution U. S.—Rhetoric—Physiology—Chemistry.

Third Term—Modern History—Chemistry—Rhetoric.

FOURTH YEAR.

First Term—Trigonometry—Geology—Chemistry.

Second Term—English Literature—Mental Philosophy—Astronomy.

Third Term—Kames' Elements of Criticism—Mental Philosophy—Household Science.

ENGLISH AND GERMAN COURSE.

This was identical with the English Course, as above, for the first two years. German could be substituted, at the option of the scholar, for the higher mathematics of the third and fourth years.

ENGLISH AND LATIN COURSE.

FIRST YEAR.

First Term—Arithmetic—U. S. History—Latin Lessons.

Second Term—Arithmetic—Ancient History and Geometry—Latin Lessons and Grammar.

Third Term—Algebra—Ancient History and Zoology—Latin Lessons and Grammar.

SECOND YEAR.

First Term—Algebra—Physical Geography—Cæsar.

Second Term—Geometry—Botany—Cæsar.

Third Term—Geometry—Natural Philosophy—Cicero.

THIRD YEAR.

First Term—Physiology—Natural Philosophy—Cicero.

Second Term—Physiology—Rhetoric—Chemistry—Virgil.

Third Term—Rhetoric—Chemistry—Virgil.

FOURTH YEAR.

First Term—Geology—Chemistry—Virgil.

Second Term—Astronomy—Mental Philosophy—Salust.

Third Term—Household Science—Mental Philosophy and Reviews.

## CLASSICAL COURSE.

This was identical with the English and Latin Course, as above, for the first two years. At the end of the second year all the English studies were dropped; the scholars in the Classical Course reciting in Latin and Greek only for the last two years.

## THIRD YEAR.

First Term—Greek Lessons and Grammar—Cicero.  
 Second Term—Greek Lessons and Grammar—Virgil.  
 Third Term—Greek Lessons and Grammar—Virgil.

## FOURTH YEAR.

First Term—Felton's Greek Reader—Virgil.  
 Second Term—Felton's Greek Reader—Sallust.  
 Third Term—Felton's Greek Reader—Reviews.

MISCELLANEOUS WEEKLY EXERCISES IN THE  
HIGH SCHOOLS.

Declamation, Rhetorical Drill and Composition through the Course.

Reading, Spelling and Ortheopy, three years.

English Synonyms and Etymological Study of Words.

Original Declamations, two each term during the fourth year.

Latin Prose Compositions during the last three years of the English and Latin, and the Classical Courses.

Greek Testament once a week during the fourth year of the Classical Course.

Object Lessons and Reviews.

Written Examinations in certain studies, monthly, and invariably at the close of each term.

Penmanship, at the option of the teacher, in all classes where practicable.

Physical Exercises with dumb bells, wands and rings—fifteen minutes each half day, by entire school.

Music—vocal and instrumental.

The following text books were in use in the public schools at this time:

PRIMARY AND SECONDARY DEPARTMENTS.

Word Method Charts, Cleveland Primer, Word Method First Reader, Eclectic Second Reader, Eclectic Third Reader, Allen's Primary Geography, Pelton's and Mitchell's Outline Maps, Stoddard's Juvenile Mental Arithmetic, Writing Books, Sketch Books.

INTERMEDIATE DEPARTMENT.

Eclectic Fourth Reader, Monteith's Geography, Pelton's and Mitchell's Outline Maps, Colburn's Mental Arithmetic, Ray's Practical Arithmetic, Spencer's Writing Books, Sketch Books, First Book of History.

GRAMMAR DEPARTMENT.

Eclectic Fifth Reader, Eclectic Sixth Reader, DeWolf's Instructive Speller, McNally's Geography, White's Class Book of Geography, Pelton's and Mitchell's Outline Maps, Colburn's Mental Arithmetic, Ray's Practical Arithmetic, Weld and Quackenbos' Grammar, Goodrich's First Lesson in History, Cutter's First Book of Physiology and Hygiene, Spencer's Writing Books, Sketch Books, Webster's and Worcester's Dictionaries.

HIGH SCHOOL DEPARTMENT.

Stoddard's Philosophical Arithmetic, Weld and Quackenbos' Grammar, Lossing's History of the U. S., Mrs. Willard's Universal History, Davies' Elementary Algebra, Quackenbos' English Composition, Hooker's Zoology, Warren's Physical Geography, Davies' Legendre's Geometry, Wood's Botany, Quackenbos' Natural Philosophy, Hooker's Physiology, Flander's Const. of the U. S., Day's Rhetorical Praxis, Wells' Chemistry, Wells' Geology, Matteson's Astronomy, Kames' Elements of Criticism, Upham's Mental Philosophy, Youman's Household Science, Eclectic High School Reader, Howe's Shakespearean Reader, Spencer's Writing Series.

LANGUAGES.

Andrew's and Stoddard's Latin, Kuhner's Greek Grammar, Richard's Latin Lessons, Cæsar, Cicero, Virgil, Sal-



lust, Felton's Greek Reader, Woodbury's German Grammar, Follen's German Reader, Joan of Arc (German), Marie Stuart (German), Wilhelm Tell (German).

The Board of Education, during the summer of 1863, elected Rev. Dr. Anson Smythe superintendent of the schools. He entered upon his work at the beginning of the fall term of the school year of 1863-64. Before coming to Cleveland he was for four years superintendent of the Toledo schools. For six years he was state school commissioner, and later, editor of the magazine now known as the "Ohio School Journal." When Dr. Smythe took up his work in the Cleveland schools he found the system of grading still very imperfect. A given class in one school was six months or a year in advance of the same class in another school. This was owing to the continued crowding of the Primary, Secondary and Intermediate schools. In the Mayflower school for instance the Primary department was very much overcrowded, while the Intermediate and Secondary departments contained all the pupils they could well accommodate. In the Grammar department there was room for 30 or 40 pupils. To make room for the scholars who were crowding the Primary schools, a class from each grade had been prematurely promoted. In this way several classes were soon pursuing studies which belonged to some other class or grade. This difficulty extended even into the High schools. A class being promoted to the Grammar school without being fully prepared for that department, would be promoted into the High school without being ready to take up the work there. Mr. Smythe at once entered upon the work of correcting this difficulty. He decided that no class or pupil should be promoted to the Grammar department or to the High school without being fully prepared to take up the studies originally prescribed in the course of study for that grade. This resulted in a great overcrowding of the lower schools, and at first was the cause of much objection on the part of the parents. In the end it served a very good purpose, for it tended to bring the schools back into a system of proper grading, and by calling the attention of the patrons

of the schools to the great need of more Primary schools, resulted in a much needed reform there.

So pressing was the demand for new Primary and Secondary schools that ten schools of those grades were opened during the two years ending in August, 1865. All sorts of rooms were utilized for these additional lower grade schools. In 1864-65 a basement room in the Bethel church on Water street was used as a Primary school room. Two additional rooms were added to the Middle St. Clair street building by placing partitions in two rooms. The engine house on Perry street was converted into two school rooms.

The first year of Superintendent Smythe's connection with the schools he revised the order of exercises in the Grammar schools. He found that in these schools the daily studies and exercises were so numerous as to afford but little time for attention to each study. Reading, spelling, penmanship, geography, arithmetic, and grammar were daily studies. The pupils, Superintendent Smythe says, were hurried from one subject to another, almost before they had fixed their thoughts upon the last study taken up. He corrected this by limiting the number of studies for each day. Some studies were pursued only four days a week. The new order of exercises allowed from 40 to 50 minutes for each of the more important studies. Concerning the change in the order of exercises for the Grammar schools, Superintendent Smythe says: "I am confident that it has added very greatly to the interest and success of the schools. It affords the opportunity for long and connected lessons. Each lesson in grammar and arithmetic is nearly twice as long as those under the former program. Subjects are taken in extended connection, and the relations of the parts to the whole are easily comprehended."

"Out of 200 pupils enrolled in the High school," says Professor Theodore Sterling, principal of that school, in his report for the year 1864-65, "78 studied Latin and 82 German. In connection with these languages they pursued at the same time two English studies for four days in the week, and on the fifth day devoted themselves entirely to English

studies; so that no pupil was employed more than one-fourth of his time in studying either German or Latin."

At the commencement of the school year of 1864-65, W. W. Partridge was employed as a teacher of vocal music. He instructed the pupils of all the schools except the Primary schools, giving one-half of his time to elementary instruction. At the close of the year, in his annual report, Mr. Partridge reported that the study of vocal music in the schools had made great progress.

Teachers' meetings were held during Superintendent Smythe's administration. Attendance of all teachers at these meetings was required. Instructions were given in regard to teaching and discipline, and directions and notices respecting reports, examinations, etc., were communicated. Addresses were made by the superintendent and outside citizens interested in the schools. Frequent meetings were also held by the teachers of some particular grade. At these meetings matters in connection with the particular grade to which the teachers belonged were discussed.

On one evening of each week a meeting of the principals of all the schools was held. Rules, practices, teaching, discipline, and other matters connected with the schools were discussed. Among the subjects considered at these meetings of principals were the following:

"The authority and duties of principals in relation to the other teachers and schools in their respective buildings."

"How school buildings can best be protected from injury, and kept in proper condition."

"To what extent can monitors be advantageously employed to assist in school government."

"The limitations of the authority and obligations of teachers in respect to the conduct of their pupils outside of school hours and beyond school premises."

During the four years ending in 1865, only five volumes were added to the library. In February, 1862, the library contained 2,163 volumes. In August, 1865, the number of volumes in the library was only 2,000, many volumes having been worn out by constant use, and others having been taken

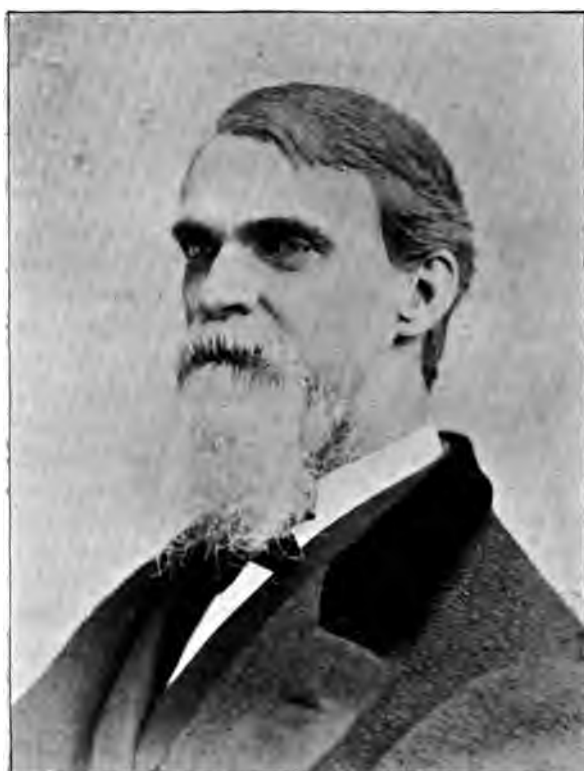
from the library and not returned. The library was located in the High school building. The books were all of standard character, and were mainly selected by S. M. Mather, who was secretary of the Board of Education for a number of years. In 1856 the act providing for a tax levy to be used for school library purposes was repealed, and the library had been without almost any source of revenue from that time. In the four years above mentioned the receipts of the library were \$19.07, which was collected in fines. The expenses for that period were only \$18.38.

At the beginning of the year 1865 the managers of the Kinsman street Orphan Asylum asked the Board of Education to take charge of their school. As the children had the right to attend the Mayflower street school, which was then overcrowded, the request was granted. The city paid the teachers and controlled the school. The other expenses were paid by the managers of the Orphan Asylum. About this time the Board of Education had great trouble with heating the different school buildings. In many of the buildings there were stoves for hard coal, stoves for soft coal, stoves for long wood, and stoves for short wood. All the different kinds of fuel were thus required to be kept at each building where these four kinds of stoves were in use. The hard coal stoves failed to heat the rooms in a satisfactory manner, and for that reason the Board decided to depend upon soft coal for fuel. At the beginning of the year of 1865 furnaces were put in the Central High school building. They proved to be very satisfactory. Owing to the increased price of living at this time, the managers raised the salaries of all the teachers. The average pay of male teachers was raised to \$1,200 a year, and of female teachers to about \$465 a year. There were 15 male teachers and 83 female teachers employed in the schools in the year 1864-65. The number of pupils enrolled was 8,325, 4,218 being boys and 4,107 being girls. There were enrolled in the Primary and Secondary schools, 5,557; in the Intermediate schools, 1,484; in the Grammar schools, 1,007; in the High schools, 227. The average daily attendance was 4889.5. There were 30 pupils

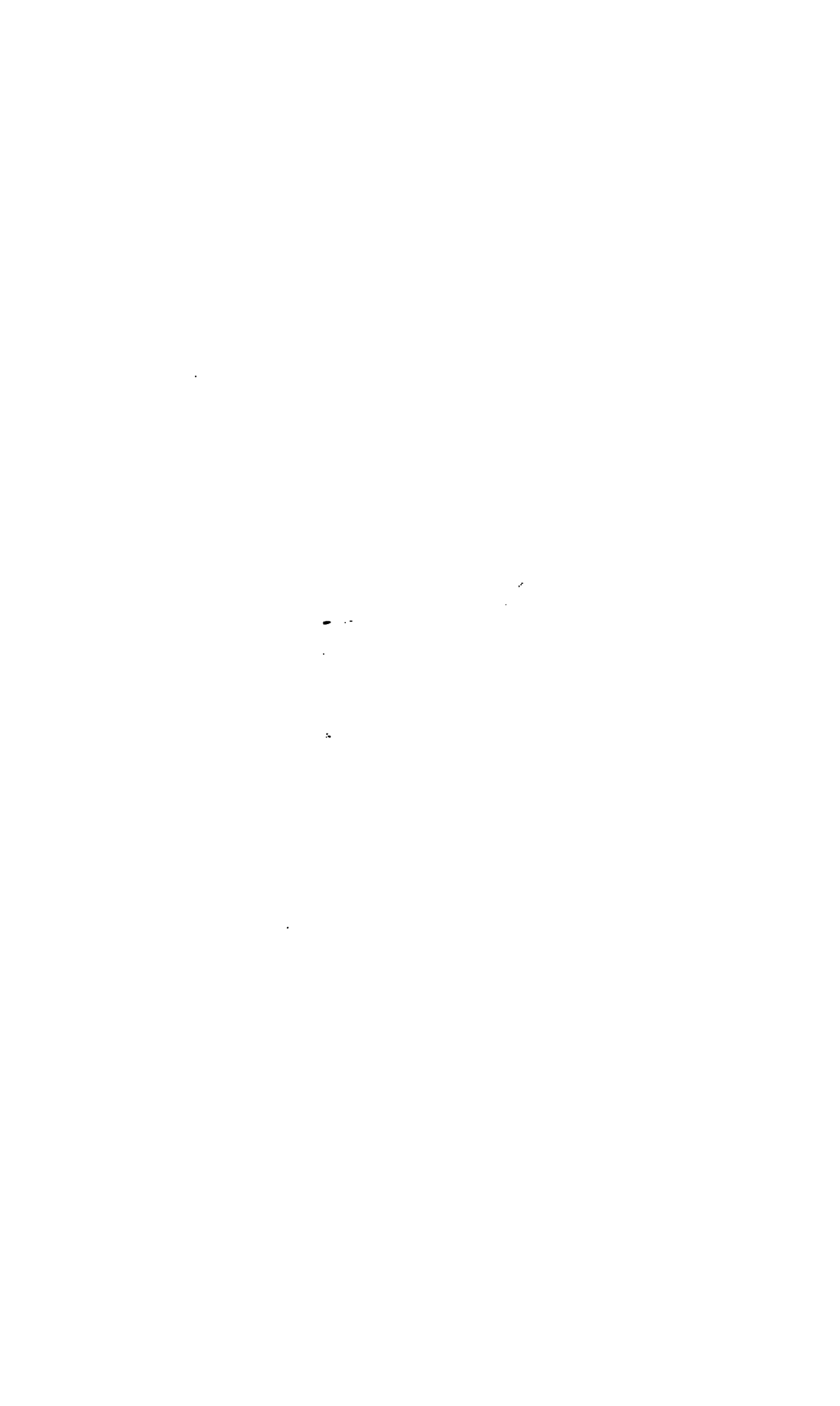
expelled from school by the teachers during the year and 50 suspended for misbehavior. The total expenditures for schools during the year were \$78,696.34, while the receipts were \$94,703.37.

Considerable excitement and alarm was created in Cleveland in the fall of 1865, when the City Attorney reported that there was but \$32,000 applicable to school purposes for the current year, when twice that amount was required. On the 13th of November, 1865, on account of the increased expense of living, the Board of Education again increased the salaries of the female teachers. When the pay roll for the ensuing month came to the Council, that body deferred the payment of the increased salaries on the ground that they feared the funds at the disposal of the Board were inadequate to warrant such an increase. The City Attorney was directed to investigate the whole matter. He reported that there was but \$32,000 which could be used for operating the schools. The members of the Board of Education did not believe that the school finances were in that condition, and they accordingly appointed a committee consisting of Price, Eells, and Sheldon, to investigate the matter. On the part of the City Council, a committee consisting of Thomas Jones, Jr., Ansel Roberts, and John Huntington was appointed to assist the committee appointed by the Board of Education. After a careful investigation, it was found that there was \$89,960.82 due the school fund. The error made by the City Attorney was ascribed to the bad system of bookkeeping which had prevailed in the city for some years.

The Brownell street building was completed in the fall of 1865, and was opened on the first of November of that year. The new building was located on the opposite side of the street from the old one. The old building and lot was sold in 1863. There were enrolled in the new building, the first year, 1,386 pupils. During the same fall, several small buildings for the temporary relief of the schools in their immediate vicinity were completed. They were located upon Case avenue, Bank, Washington and Hicks streets.



ANDREW J. RICKOFF.



New schools were also opened during the year in rented buildings. Owing to the fact that these new buildings were not completed until after the fall term of school had commenced, there was a great deal of confusion in the schools that fall. The Brownell street building was half filled with pupils from the old building on that street. The other half of the pupils who attended school in the new building, came from the schools on Eagle, Prospect, Euclid, Rockwell, Perry, Mayflower, and Hudson streets. Two schools on Euclid street were discontinued. The other schools received new pupils in place of those sent to the Brownell street building. The number of teachers employed during the year was 115, 15 being male, and 100 female. The salaries of the teachers this year were as follows: Principals of High schools, \$1,800; first assistant of High schools, from \$1,200 to \$1,500; principals of district schools, from \$1,200 to \$1,500; teachers of German, music, and penmanship, \$1,200; women, first assistants in High schools, \$800; all others from \$400 to \$550.

There were 8,315 scholars enrolled, an increase of 787. This large increase in the number of scholars enrolled for the year, was not due so much to the increase in the city's school population, as it was to the increase of accommodations for the school children. The number enrolled in Primary and Secondary schools was 6,250, an increase of 693; in the Intermediate schools, 1,545, an increase of 61; in the Grammar schools, 1,179, an increase of 172; in the High schools, 296, an increase of 19. The average daily attendance was 5,333, an increase of 444. The total expense for the schools for the year ending August 31, 1866, was \$101,117.74. The receipts were \$136,391. The above amounts do not include the receipts from the sale of school bonds, nor the expenditures for sites and new buildings.



## CHAPTER X.

**Selection of Andrew J. Rickoff as Superintendent—Reclassification of the Schools—New Course of Study—Reduction of Number of Grammar Schools—Supervising Principals—Sterling Avenue School Building—First Appointment of Women Principals—Free Public Library.**

Superintendent Anson Smythe retired from the schools at the close of the school year of 1866-67. The Board of Education had considerable trouble in obtaining a new superintendent. The position was offered to several gentlemen who declined to accept it. The Board finally elected Andrew J. Rickoff to the position. The latter was at the head of a private school in Cincinnati, and had been superintendent of the Cincinnati public schools. He had won a high reputation throughout the entire country as an educator. During the 15 years that Mr. Rickoff was connected with the Cleveland schools as superintendent, he did more to build up the schools of the city, than any other superintendent of the Cleveland schools has ever done. He possessed a wonderful power of organization, and exerted a great influence upon all the teachers under him. When he left the schools, they ranked as equal, if not superior, to any public schools in the United States. He was regarded by many as the leading public school man in the country. During the Centennial celebration in Philadelphia, Superintendent Philbrick, of the Boston public schools, told the writer that he regarded Mr. Rickoff and Superintendent W. H. Harris, of the St. Louis schools, as being the leading school men of the country. Mr. Rickoff did much towards introducing object lessons into the public schools. The course of study used in the schools today, as well as the grading and classification of the schools, are practically the same as the course of study, grading, and classification which Mr.

Rickoff gave to them. He thoroughly revised the course of study, and corrected many evils in the grading of the schools.

When Mr. Rickoff was called to the position of superintendent, there were 10 Grammar schools, and two High schools in the city. The Grammar schools were located in the third stories of the larger buildings. There were also several smaller buildings for the accommodation of the lower grades. The following list shows the Grammar schools and their tributaries not located in the same building, as they existed at that time, together with the number of teachers employed in each:

Grammar Schools.	Teachers.....	Tributaries Not Located in the Same Building.	Teachers.....	Total No. Teachers...
Eagle St.....	9	Prospect St.....	4	13
Brownell St.....	17	One colony in rented room.....	1	18
Rockwell St.....	6	One colony in rented room.....	2	8
West St. Clair St..	6	Bank St.....	2	8
East St. Clair St..	9	Middle St. Clair.....	4	..
		Case Ave.....	4	..
		Merchant St., rented room.....	1	18
Sterling Ave.....	7	Two colonies in rented rooms....	2	9
Mayflower St.....	10	Perry St., 2; rented rooms, 4....	6	16
Pearl St.....	6	.....	..	6
Hicks St.....	8	One rented room.....	1	9
Kentucky St.....	7	Penn St., 2; Washington St., 4..	6	13
				118

In addition to the 118 teachers shown in the above list, ten teachers were employed in the two High schools. One of Mr. Rickoff's first acts was to make the principal of each Grammar school the principal of all schools which promoted to that particular Grammar school, whether they were located in the Grammar school building or in some other building. His next work was to reclassify the schools. There were then in existence, Primary, Secondary, Intermediate, Grammar, and High school departments; but the work done by the several different grades was not uniform by any means.

Some Secondary schools were doing Primary work, and Primary schools were doing the work of the Secondary schools. Some of the lower classes of the Grammar schools were behind some of the Intermediate classes. As in Superintendent Smythe's time, the crowded condition of the Primary schools was responsible for this state of affairs. The number of sub-divisions in each class room was too great to accomplish good work. Teachers in the Primary schools had little time for anything but reading and spelling. An entire new course of study was adopted. The schools were divided into three grand divisions, known as Primary, Grammar, and High school grades. Each division contained four grades marked D, C, B, and A. The separate divisions for girls and boys were abolished. The new course greatly economized the time of the teachers and gave them time "to give original explanations and illustrations in the several subjects of study, time to train her pupils in the use of the English language, time to excite thought, time to inspire them with some interest in literature and science. Formerly she was compelled to confine her attention to hearing them recite what they had learned from books; now she has time to be their instructor as well."

When Mr. Rickoff came to the schools the highest classes in the Grammar schools averaged but 15 or 16 scholars. Three of these classes numbered from five to ten scholars each. The rooms occupied by them had hundreds of unoccupied seats. Mr. Rickoff at once recommended to the Board of Education that the number of Grammar schools of the highest grade be reduced, in order to make the Grammar schools more efficient, and to save money, which was much needed for other purposes. At the beginning of the next school year the number of Grammar schools were reduced from ten to seven, by the consolidation of the Pearl, West St. Clair, and Eagle street Grammar schools with the Grammar grades of the neighboring schools. The principals of the three schools mentioned were discharged. Concerning the new course of study adopted, Mr. Rickoff, in his first annual report, had this to say:

"The course of study adopted by the Board, in the year 1868, provides a specific work, for each term, in each study pursued by the several classes. It is a minute working plan, such as has been found to be necessary in all large systems of schools, both in this and foreign countries. It is by the direction of such an outline only, that each teacher of a large corps can fit his work to the work of the class below, and properly prepare his scholars for the studies of the next higher grade. It secures slow but continuous progress from year to year. It affords a standard by which the work of the teacher can be measured. One feature of this course, as of the more improved courses of study now generally adopted, is, that it so shapes the instruction of the child that it may be of the greatest possible benefit to him at whatever time he may leave school. In our summary of statistics we have seen that our pupils drop out of school so rapidly, even from the time of their first entrance at six years of age, that at twelve only about half of them remain. We cannot, therefore, promise ourselves that, at twelve or even at ten, we shall be able to make practical application of what they learn in previous years. We dare not put off their instruction and training in the correct use of the English language till they can take up the study of technical grammar in the higher schools. We cannot say that when they are ten or twelve years old they may begin to write and to cipher. What we can do for them to fit them for the work of life must be done now.

"Although serious doubts were entertained as to the adaptation of these things, to the capacity of young children, if they could be learned at all, they should be taught them even from the earliest period of school life. Happily, however, those very things which ought to be taught at this time are the very things which are most easily learned by young children, the things, in fact, which become more and more difficult for them to master as they grow older.

"It is within the observation of all that children trained to a correct use of language, use it correctly through life; while on the other hand, it is found that scarcely any instruc-

tion in grammar, at a later period, is sufficient to eradicate the faults of speech contracted in childhood. Within the past ten months it has been proven, to the satisfaction of all observers, that the primary lessons of arithmetic are thoroughly comprehensible by children in the first and second years of school attendance. Within the same time, the writing of children in the third and fourth years of their course has attained a uniformity and beauty hitherto unequaled in the Grammar schools. As a general thing, the compositions of the younger pupils exhibit a sprightliness and readiness of expression rarely found among scholars in the higher forms.

"Whether, therefore, we consider the capacities of young children, and the course of training and instruction best adapted to the development of their minds, or inquire what we can do for the little child in our Primary schools which will insure him the best possible preparation for life whenever he may be taken finally from the teacher's care we have but one course to pursue. Every term we must do for him just what we would do if we knew that term were his last at school.

\* \* \* \* \*

"It has been thought a good plan," continued Mr. Rick-off, "to have the pupils of a school, or as many of them as possible, take some youths' magazine, and to use it in frequent reading exercises, making the parts read in school and out of school alike, the subject of frequent conversation. This plan is authorized by our course of study, and has been carried out successfully in many schools, but it is too expensive for general adoption. I have been very cautious not to allow it where there was apparent danger of any kind of mismanagement, and of consequent complaint. What we want is every day school papers, as we have Sunday-school papers. When we have them, adapted to the several grades of pupils, and we shall have them very soon, we will have better readers in school and young men and women who will love to read after school days are over.

"To give the pupils of the Grammar grades some knowledge of a few of the better class of English poets, it is

provided that some short poems may be read entire, when the proper school editions can be had. In the High schools increased attention has been paid to the study of English literature, not by the study of any particular text books upon the subject, but by sending pupils to the works of the authors, thus adopting in this branch the method which has been attempted in other things, the study *of* rather than *about* the thing to be learned. The progress of such a method is slow, but every step is secure and attended by its own reward.

"To one who will examine the text books used in our primary schools, or who will observe for an hour the instructions of almost any of the prevailing class of teachers, nothing is more evident than that much is presumed to be known by children which they do not know; and that there is expected of them a readiness of apprehension of which they are incapable. What is wanted is not more faithful teaching in the lessons of the book, but that department, we try to build—as we can only build securely—what we would teach, upon what the pupil already knows, or upon what he can discover for himself, believing with Diesterweg, that it is not what is done for us, but what we do for ourselves that most strengthens us, knowing that it is not what we read nor what is told us that makes the most enduring impressions, but what we see for ourselves.

"Other methods are easier for the teacher, but none more advantageous to the scholar. To the teacher it would be much easier, for instance, to tell a pupil or have him learn from a book that the plural of nouns ending in *y* is sometimes formed by changing *y* into *i* and adding *es*, and sometimes regularly, than it is to direct his researches until he discovers the law for himself, but there cannot be any question that a habit of observation, reflection, active research is of more value than that of mere passive receptivity.

"We aim to apply this method wherever possible, not in the Grammar and High schools alone, but in the very lowest classes of the Primary departments. We find occasion for its exercise in teaching the very first lessons in reading and

numbers, as well as in the highest lessons of rhetoric and geometry. We aim to apply it, we say, whenever the nature of the subject will admit of it. A large number of our teachers seem to have apprehended it in its entirety; they accept it as their law in teaching. Some, I think, have met with eminent success in its application; that there should have been some failures is not to be wondered at. It is, however, very agreeable to be able to say that with scarcely a single exception all have labored to the very best of their ability to understand and carry it out."

The course of study as arranged by Mr. Rickoff, and adopted by the Board of Education, was as follows:

#### FIRST YEAR.—CLASS D.

##### FIRST TERM.

Reading.—Lessons on Cards. A few words to be first learned, then their phonic elements, finally words to be learned from their phonic elements. Sheldon's First Reader may be introduced for occasional exercises, at the discretion of the teacher.

Slate Writing.—Letters and words to be printed, as learned. Printing words at dictation.

Number, (concrete).—Development of distinct preceptions of numbers as far as ten. Adding and subtracting to ten.

Lessons on Objects and Common Things.—Introduction to the school. Talks about home, toys, pets, parents, names of boys and girls. Why they go to school, etc. Obedience to parents and teachers. Lessons on selected objects named on the cards. Color, form, size, weight to be introduced in connection with the things named, during this and the succeeding terms of the year.

Composition.—Copying words and sentences printed on the blackboard by the teacher. Talks about the pictures in the reader, the children to be encouraged to tell what they see in them.

SECOND TERM.

Reading.—Cards to be completed. The power to make out new words, from phonic elements, to be carefully cultivated. In exercises of this kind words of two or more syllables should be frequently employed.

Slate Writing.—Continued.

Numbers, (concrete).—Addition, subtraction and multiplication of numbers. Neither numbers employed nor results to exceed ten.

Lessons on Objects.—Lessons on the school room, its parts, its furniture. What belongs to the child, to the teacher, to the school? Care of the school room and its furniture. A few talks on what is seen on the way to and from school. Lessons on selected objects named on the cards.

Composition.—As in the first term. The children to be now encouraged to write words and short sentences from memory and observation. Descriptions of what they see in the pictures of the reader.

THIRD TERM.

Reading.—Sheldon's First Reader to be completed. Words to be spelled by sound and by letter.

Slate Writing.—Words and sentences to be written. Writing words at dictation.

Numbers, (concrete).—Counting with and without objects to fifty. Addition, subtraction, multiplication and division of numbers. No number to be introduced greater than twenty. Notation of tens taught objectively. The work of the year to be a complete development of numbers rather than a drill in the combination of numbers. No exercises involving two or more different processes to be required.

Lessons on Objects.—The things seen on the way to and from school, their use, their parts; the stores passed. Where the parents get the various articles used for food, etc. Lessons on selected objects named in the primer. Lessons on the human body. Common physical actions named.

Composition.—As in the two preceding terms.



## SECOND YEAR.—CLASS C.

## FIRST TERM.

Reading.—Part I. "Word Method Primer."

Spelling.—All words to be written, and spelled orally by sound and by letter.

Writing.—On slates, in exercises in spelling and composition, and from copy with lead pencil and paper.

Aritmetic.—Counting with and without objects to one hundred. Exercises, mental and written, in subtraction, multiplication and division of numbers to thirty. Exercises in notation and numeration of tens continued and illustrated objectively. Roman numerals to X.

Lessons on Objects and Common Things.—Clothing of children, girls, boys, on working days and on Sundays. The clothing of animals compared with that of man. Cleanliness enjoined. Lessons on objects named in the primer. Special lessons on color. The human body and its motions.

Composition.—Writing sentences containing given words, and short descriptions derived from object lessons, from pictures, etc., as directed by the superintendent.

## SECOND TERM.

Reading.—The "Word Method Primer" completed.

Spelling and Writing.—The same as in the first term.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to forty. Exercises in notation and numeration continued to one hundred. Roman numerals to XX.

Lessons on Objects and Common Things.—Lessons on animals compared with man, limb with limb, action with action. The five senses. Plants. Special lessons on form and color.

Composition.—The same as in first term, but more extended. Writing requests made of the teacher.

## THIRD TERM.

Reading.—Course to be fixed at discretion of superintendent.

Spelling and Writing.—Continued as in preceding terms.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of abstract and concrete numbers to fifty. Notation and numeration of hundreds, tens and units illustrated objectively. Roman numerals to L.

Lessons on Object and Common Things.—Food. What is eaten raw? How prepared? What is cooked before being eaten? How cooked? Food of the domestic animals. The child's home. Different rooms and their uses; how lighted? heated? Habitations of animals compared with those of man. Special lessons on color, form, size, weight.

Composition.—The same as in previous terms, still further extended.

### THIRD YEAR.—CLASS B.

#### FIRST TERM.

Reading.—McGuffey's Second Reader, to Lesson XXXV.

Spelling.—All words to be spelled by sound, and by letter orally and in writing.

Writing.—On slates and on paper, in spelling and composition exercises.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers within the limits of the tables. Numeration and notation of thousands taught objectively and exercises in the same. Systematic drill in the combination of numbers to be commenced. Roman numerals to C.

Lessons on Objects and Common Things.—The family and the relative duties of its members. The occupations of men and children. Those who construct dwellings, make furniture, utensils, clothing, supply food, etc. The merchant. Special lessons on color, form, weight and measure.

Lessons Preparatory to Geography.—Location and di-

rection of things in the school room and of the neighboring streets and public buildings.

Composition.—Writing sentences containing given words. Description of things as developed by the object lessons. Relation of actions performed by the teacher and by pupils under the direction of the teacher, at first single, then two or more successively.

#### SECOND TERM.

Reading.—McGuffey's Second Reader completed.

Spelling and Writing.—The same as in the first term.

Arithmetic.—Notation, numeration and addition, to hundreds of thousands. Multiplication. The multiplier not to exceed nine, and the products not to exceed ten thousand. The idea of fractions to be developed, and notation of the same to be taught to thirds. Roman numerals to CC.

Lessons on Objects and Common Things.—Surroundings of the house, yard, stable, garden. What is in them? What is done in them? How should they be kept? The various occupations of men and women continued. Special lessons on color, form, size, weight. Animals and plants.

Geography.—Directions of some of the principal objects in Cleveland, as the monument, the court house, the Public Square, the principal churches, the hotels, the cemeteries, the neighboring school houses, etc.

Composition.—The same as in the previous term. Sentences to be constructed containing words selected from the reading lessons.

#### THIRD TERM.

Reading.—Course to be fixed at discretion of superintendent.

Spelling and Writing.—To be continued the same as in the first term.

Arithmetic.—Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction, minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions (descending), on such parts of tables as may be derived from object lessons as required below.

Lessons on Objects and Common Things.—Lessons on the measures, bushel, peck, quart, pint, small measure. Color, form, weight, animals, plants.

Geography.—The use of maps illustrated by maps of the school room, school yard and the neighboring streets, drawn upon the blackboard by the teacher.

Composition.—The same as in previous terms.

#### FOURTH YEAR.—CLASS A.

##### FIRST TERM.

Reading.—Third Reader to Lesson XL.

Spelling.—All words in reading lessons to be spelled by sound, and by letter orally and in writing.

Writing.—On slates in exercises in spelling and composition, and from copy with lead pencil on paper.

Arithmetic.—Exercises in addition, subtraction and multiplication (multipliers not to exceed twenty-five), and short division (divisors not to exceed five). Applications to reductions of fractions, as above, and single step reductions of compound numbers to correspond with object lessons. All concrete examples to be analyzed.

Lessons on Objects and Common Things.—Forest trees. Woods and their uses. Leaves and barks of different trees, distinguishing as many different kinds as possible. Color, form. The measures, yard, foot, inch. The weights, pound, half pound, quarter pound and ounce.

Preparation for Geography.—The map of Cleveland. Directions as indicated by the map. Reading Guyot's Primary Geography.

Grammar and Composition.—Writing sentences containing given name words. Selecting name words from reader. Deduction of rules for changes of name words denoting one object to other forms denoting more than one. Words denoting males, how changed to denote females. Compositions based on object lessons.

##### SECOND TERM.

Reading.—Third Reader completed.

Spelling and Writing.—As in previous terms.

Arithmetic.—Exercises in addition, subtraction, multiplication (multipliers not to exceed one hundred), and in short division. Reductions as in previous term. Analysis to be continued. Simple calculation of surfaces of rectangles, two sides being given; and of triangles, base and perpendicular height being given.

Lessons on Objects and Common Things.—The productions of the soil in and about Cleveland, different articles of trade, means of transportation, etc.

Geography.—The map and productions of the state of Ohio, with lessons on the map of the world and the United States. The last two only in outline. Reading Guyot's Primary Geography.

Grammar and Composition.—Writing sentences predicating actions of given objects, selecting words from the reader which denote action, changes of form to suit the plural subject. Predicating actions in time, past, present, future. Selecting words from the reader which denote action present, past and future. Compositions as in previous term.

#### THIRD TERM.

Reading.—Course to be fixed by the superintendent.

Spelling and Writing.—As in previous terms.

Arithmetic.—Exercises in addition, subtraction, multiplication and short division. Reductions to correspond with object lessons. Simple calculation of contents of parallel-pipedons, dimension not to exceed ten.

Lessons on Objects and Common Things.—The manufactures of Cleveland. Objects of foreign trade. The spring, what people do in the spring. The summer, what people do in the summer.

Geography.—The geography of the adjoining states, so far as to show the principal routes of travel to Pittsburg, Detroit, Chicago, Buffalo and Cincinnati. Reading Guyot's Primary Geography.

Grammar and Composition.—Writing sentences containing words that qualify or describe objects. Distinc-

tion between forms denoting different degrees of quality. Compositions as before.

GRAMMAR SCHOOLS.—CLASS D.

FIRST TERM.

Reading.—Fourth Reader commenced. Pupils may be encouraged, with the advice and consent of the superintendent, to subscribe for some periodical for young folks; and, if a sufficient number of subscribers can be obtained, the teachers may have reading exercises in the same once or twice per week, instead of reading in the book prescribed for the grade, provided that no child shall be required to purchase such periodical.

Grammar.—Personal pronouns, cases of nouns and pronouns, declension, selection of the parts of speech already introduced.

Arithmetic.—Long division. Omit Art. 55 of text book. Teachers to develop principles set forth in Art. 57. Cancellation omitted.

Geography.—The states north of the Ohio river, beginning at Ohio and proceeding thence to contiguous states, with oral instruction upon subjects of Lessons from IV to XI, Guyot's Intermediate Geography.

SECOND TERM.

Reading.—Fourth Reader completed.

Grammar.—Prepositions, conjunctions, interjections, forms used with the different persons and numbers, mode, tense. The principles of syntax to be introduced as rapidly as the progress of the class will permit.

Arithmetic.—Federal money. The identity of this system of notation with the decimal system pointed out and illustrated as in first lessons in notation.

Geography.—All the states north of Virginia, Kentucky and Arkansas, with oral instruction upon the subjects of the first seven lessons.

THIRD TERM.

Reading.—Fourth Reader reviewed.

Grammar.—Conjugation of verbs. Review of the two years' course.

Arithmetic.—Reduction and addition and subtraction of compound numbers, troy weight, apothecaries' weight. Cloth and beer measure to be omitted.

Geography.—Virginia, Kentucky, Arkansas and states south thereof, with review of definitions.

### CLASS C.

#### FIRST TERM.

Reading.—Fifth Reader commenced. See Class D with reference to periodicals.

Grammar.—To be arranged by the superintendent.

Arithmetic.—Multiplication and division of compound numbers. The subjects of the 8th and 9th chapters to be developed by the teacher.

Geography.—The United States completed and reviewed.

#### SECOND TERM.

Reading.—Fifth Reader completed.

Arithmetic.—Development of fractions, terms—simple, proper and improper fractions, theorems, reduction to lowest terms, compound to simple, common denominator.

Geography.—North and South America, Europe.

#### THIRD TERM.

Reading.—Fifth Reader reviewed.

Arithmetic.—Addition, subtraction, multiplication, division and review of fractions of simple numbers.

Geography.—Asia, Africa and Australia. The entire subject reviewed.

### CLASS B.

#### FIRST TERM.

Reading.—Selections from the works of English poets and prose writers. The poems selected to be read entire. Elocutionary exercises.

Spelling.—Dictation exercises. Words selected from text books, etc. DeWolf's Spelling Book to Part III through the year.

Grammar.—Harvey's Grammar to be used. Orthography, etymology and preliminary lessons in syntax.

Arithmetic.—The subject of decimal fractions to be developed and taught through to reduction of decimals of compound numbers. Common and decimal fractions of compound numbers. Correspondence between the two to be kept in view.

U. S. History.—To be arranged by the superintendent.

Geography.—Review of the work assigned in the first term to Class D. One lesson per week.

SECOND TERM.

Reading.—Extended selections from poets and prose writers.

Grammar.—Etymology, with incidental instruction in syntax.

Arithmetic.—Ratio and proportion and aliquots.

U. S. History.—To be arranged by the superintendent.

Geography.—Review of work assigned to second term to Class D. One lesson per week.

THIRD TERM.

Reading.—See first term.

Grammar.—Orthography and etymology completed.

Arithmetic.—Percentage. Review of entire subject so far as studied.

U. S. History.—To be arranged by the superintendent.

Geography.—Review of work assigned, in third term, to Class D. One lesson per week.

CLASS A.

FIRST TERM.

Reading.—Reading as in Class B, and elocutionary exercises.

Grammar.—Analysis and syntax.

Arithmetic.—Book completed with omissions to be prescribed by the superintendent.

U. S. History.—To be arranged by the superintendent.

Geography.—Review of the work assigned the C Class for the first term. One lesson per week.



## SECOND TERM.

Reading.—See first term.

Grammar.—Analysis and syntax.

Arithmetic.—Book completed with omissions to be prescribed by the superintendent.

U. S. History.—Completed.

Geography.—Review of the work assigned the C Class for the second term. One lesson per week.

## THIRD TERM.

Reading.—See first term.

Grammar.—Entire subject to be reviewed.

Arithmetic.—The entire subject to be reviewed, with omissions as above.

U. S. History.—To be reviewed.

Geography.—Review of the work assigned the C Class for the third term. One lesson per week.

The course of study for the High school was completely revised in August, of 1867. Up to the year 1856 the course of study for the High school was devoted entirely to the work of obtaining an English education. In 1856 the course was modified, and classics introduced. The English course, however, continued to be the leading course. By degrees the classical course assumed the most prominent position in both High schools. The majority of the scholars entered upon the classical or the English and Latin course without sufficient preparation. In a few months these scholars generally dropped out. In the course adopted in 1867, the study of ancient languages still retained a prominent position in the course, but it was made subordinate to the study of English languages.

Superintendent Rickoff also created the office of supervising principal. Four of the larger schools were placed under the supervision of these supervising principals. Their duties were "the exercise of a general oversight of the methods of instruction employed, under the direction of the superintendent; the settlement of cases of discipline; the rendering of needed information to parents and citizens; the establishing and enforcing of general rules for the preservation of good

order about the school buildings; the establishment of a proper classification in all the grades, and the making of transfers from grade to grade." Besides the work of supervision these four supervisors devoted half of their time during school hours to instructing their own classes.

During the summer of 1868 a fine new building was constructed on Sterling avenue at a cost of about \$45,000. It was opened with appropriate exercises on September 1, 1868, and was the finest school building in the state of Ohio at that time. Fine school buildings were also contracted for in the Second, Fifth and Eleventh wards. They were built upon about the same plan as the Sterling avenue building. A great deal of money was expended this year for school construction purposes. The following table shows the receipts and expenditures for school construction:

RECEIPTS.

Cash received from sale of Bonds.....	\$291,454 74
Cash received from sale of Buildings and other sources.....	1,101 00
Total.....	<u>\$292,555 74</u>

EXPENDITURES.

FOR SCHOOL BUILDINGS.

Sterling Avenue School Building.....	\$ 44,381 32
Kentucky Street School Building .....	20,379 46
Eleventh Ward School Building.....	15,421 30
Rockwell Street School Building.....	11,364 50
Fifth Ward School Building .....	10,662 16
Other School Buildings.....	1,171 20
Advertising .....	71 50
	<u>\$103,451 44</u>

FOR SCHOOL LOTS.

School Lot in Second Ward.....	\$ 35,873 93
School Lot in Fifth Ward .....	17,888 00
School Lot in Seventh Ward.....	856 15
School Lot in Eleventh Ward.....	1,071 83
Addition to Kentucky Street Lot.....	2,151 00
	<u>57,840 91</u>
Balance August 31, 1868.....	131,263 39
Total.....	<u>\$292,555 74</u>

At the close of the year the members of the Board of Education were of the opinion that the experiment of employing the supervising principals had been a success where the teachers under the principals were competent, but that in the schools with poor or indifferent teachers the experiment had availed but little.

At the beginning of the fall term of 1868 a Normal school for the training of teachers was conducted for one week. The school was a success and resulted in enthusing the teachers with a new interest in the school.

A new school law was enacted in April, 1868, which resulted in great benefit to the public schools. The new law gave the Board of Education the absolute control of all moneys raised for school purposes. Under the old law the Board of Education was really a committee of the City Council. It could not expend more than \$50 without authority from the Council. Among other things, the new law did away with the boards of visitors. For a number of years previous these "visitors" had given but little attention to their work, and in consequence it was decided to abandon that method of supervision.

Owing to the continued high cost of living, the Board of Education again adjusted the teachers' salaries. This was difficult, owing to the necessity for economy in school management and owing to the fact that many of the teachers were greatly underpaid. The following scale of salaries was finally agreed upon, after much discussion:

	Per annum.
Principals of High schools.....	\$2,000
Male assistants of High schools.....	1,600
First female assistant of High schools.....	1,000
Other assistants of High schools.....	700
Principals of Grammar schools.....	1,600
First assistants of Grammar schools.....	700
Assistants .....	650
Lady principal of Eagle street school.....	700
Lady principal of West St. Clair school.....	700
Lady principal of Pearl street school.....	650
Lady principal of Case avenue school.....	650
Lady principal of Washington street school.....	650

	Per annum.
Teachers without experience .....	400
Teachers with one year's experience.....	450
Teachers with two years' experience.....	500
Teachers with three years' experience.....	550
Teachers with four years' experience.....	600
Teacher of penmanship .....	1,500
Assistant teacher of penmanship.....	600

## SALARIES OF OFFICERS.

	Per annum.
Secretary .....	\$ 800
Superintendent of instruction.....	4,000
Superintendent of repairs .....	1,200
Librarian .....	700

For maintaining the schools during the year the sum of \$129,908.60 was expended. The receipts for this fund were \$158,429.84, leaving a balance in the fund, on August 31, 1868, of \$28,521.24. The number of teachers employed during the year was 157, 18 being gentlemen and 139 ladies. The whole number of pupils enrolled during the year was 10,154. The average daily attendance was 6,623. The gain over the year before in average attendance was 721. There were 296 pupils registered in the High school, with an average daily attendance of 223.

During the school year of 1868-69, Superintendent Rickoff completed the organization and classification of the schools. At the beginning of this school year the pupils were divided into eight grades corresponding to the first eight years of instruction. Owing to the fact that many of the pupils were much more advanced in some studies than in others this was quite difficult to arrange. By the end of the year, however, the classification of the schools was quite uniform. A pupil removing from one part of the city to another would have found his appropriate school in the grade that he had left.

A large school on University Heights was added to the schools by the annexation of new territory to the city at the beginning of the second term of the year 1868-69. It was necessary to employ a principal for this school, thus increas-

ing the number of Grammar school principals to eight. In the fall of the same year it was decided to extend the plan of having the four principals of the larger schools supervise the work of the schools in their respective districts, to all of the other Grammar schools, so that all of the principals devoted one-half of their time to the supervision of the work of their assistants. There were objections raised to this plan, however, owing to the fact that the principals had to travel considerable distance to supervise the schools not located in the same buildings in which they taught their own classes, and to the further fact that at every other subdivision of the day they had to be in their own room to hear the recitation of their own classes. At the close of the year the Board of Education, at the suggestion of Mr. Rickoff, reduced the number of principals to four, and committed the instruction of the higher classes in the Grammar schools to female teachers. This was the beginning of the women principals of the Cleveland Grammar schools. The four supervising principals were relieved of any work of instruction. The city was then divided into four districts, and one principal placed in charge of each school district. The districts were as follows:

District No. 1 included the present Rockwell and East St. Clair districts—being all that portion of the city lying north of Euclid avenue.

District No. 2 included all of the Sterling avenue and the Mayflower districts—being all that portion of the city lying south of Euclid avenue and east of Perry street.

District No. 3 included all of the present Brownell street district—being that portion of the city lying west of Perry street, south of Euclid avenue and the Rockwell street district, also that portion of the city lying east of Scranton avenue to the city limits on the south.

District No. 4 included that portion of the city lying west of Scranton avenue, west of the railroad running from the intersection of said avenue to Columbus street and the river, and thence west of the river to the lake.

The supervising principals were: Henry M. James, in

the First district; William S. Wood, in the Second district; Lewis W. Day, in the Third district, and Alexander Forbes, in the Fourth district.

This action of the Board made it possible to still further reduce the number of the higher classes in the Grammar schools. Accordingly, but four classes of the A, and eight of the B Grammar grades were organized at the commencement of the next school year. The expense of the new arrangement was considerably less than under the old plan, had the eleven principals devoted their time to the supervision of schools. Under the old plan for supervision and instruction of the highest classes, the expense for eleven principals, at a salary of \$1,500 each, would have amounted to \$16,500. For the same work there were employed under the new arrangement four principals at \$1,800 each, \$7,200; four ladies as head assistants at \$1,000, \$4,000; total, \$11,200; difference in favor of the present arrangement, per year, \$5,300.

The employment of a special teacher of music was abandoned during the year 1868-69, Mr. Rickoff and the Board having come to the conclusion that the employment of even two or three special teachers in music would not be of much benefit to the schools, owing to the short time that they could devote to each school. That year no systematic attention was paid to the study of music.

When it was decided to relieve the principals of any work in instruction it became necessary to have the first assistant hear recitations in the large Grammar school room, at the same time overseeing the pupils in other classes in the room. This was considered too difficult a task for one teacher, and it was decided to do away with the large Grammar rooms. These rooms were accordingly sub-divided into rooms of the same size as those occupied by the other grades.

A free public library was established in the year 1868. The Board of Education rented and fitted up a room adjoining the rooms of the superintendent of instruction, in Northrop and Harrington's block on Superior street. The room contained about 1,500 square feet. The books of the old

school library, about 2,200 in number, were moved to the new room, and about 4,000 new books were purchased. The library was formally opened to public use on the evening of February 17, 1869. Many prominent citizens attended. Mayor S. Buhner, E. R. Perkins, president of the Board of Education, and others made speeches. On the morning of February 18, at 10 A. M., the library was regularly opened for the drawing of books. Only one in a family was allowed to register, and thereby have the privilege of drawing books. For the first six months 4,000 people secured the right to use books. About 250 books were drawn each day of the year. Mr. Oviatt, the librarian, in his annual report of 1868-69, says that the books in the library embraced "the whole range of literature."

During the year the Orchard, Rockwell and St. Clair school buildings were completed. They were fine buildings, and built upon substantially the same plan as the Sterling avenue school building. When these buildings were completed, several of the old school buildings ceased to be occupied. The buildings abandoned were the West St. Clair street building, which the Council, with the consent of the Board of Education, appropriated for the use of the fire department, the Middle St. Clair street building, and the old Penn street building. The last two buildings were ordered sold. The small frame building on Bank street was removed to the Fourth ward, to be used as a relief school for the Primary schools of the Brownell street building. There were 14 male teachers employed during the year, a decrease of three from the preceding year, and 148 female teachers, an increase of nine. There were three special teachers employed, a decrease of one. The census taken in 1869 showed 27,524 school youth in the city. The whole number of pupils registered for the year was 11,151, an increase of 997. The average daily attendance for the year was 7,222.3, an increase of 599.1. The average daily attendance to each teacher was 44.7. During the year the total receipts were \$187,042.95, and the expenditures were \$159,639.02, leaving a balance in the common school fund of \$27,403.93. The receipts on ac-

count of the construction fund for the year were \$195,440.01, including \$61,992.62 realized from the sale of bonds. The expenditures from this fund were \$161,005.48, which was expended for buildings and fixtures, leaving a balance on hand of \$34,434.53. The receipts on account of the library fund for the year were \$6,466.40, and the expenses were \$4,632.87, leaving a balance on hand of \$1,833.53.



## CHAPTER XI.

**German in all the Grades—The Study of Music—Cost of Instruction  
—Miss Keeler's Papers—Teachers' Salaries—Women Primary  
Supervisors—Death of Chas. Bradburn—A Third High School.**

The introduction of the study of German into all of the grades of the Primary, Grammar and High schools was the feature of the school year of 1869-70. The Board of Education had the matter under consideration for some time. It was found, after careful inquiry, that there were over 2,000 children of German parentage attending private German schools. In most of these schools English was taught as well as German. The scholars thus had no connection with the public schools. The parents of some of these German children were staunch friends of the public school system. These facts led the Board to decide upon the introduction of the study of German into the schools. On March 21, 1870, a committee, consisting of E. R. Perkins and M. G. Watter-son, appointed for the purpose of agreeing upon a plan of action, made a report which was adopted by the Board of Education the same evening. The report stated that the largest German population was in the Fourth, Sixth and Eleventh wards. The committee therefore recommended that a German-English department be organized at the opening of the spring term in those wards. It also recommended the adoption of the following rules, to govern the superintendent in organizing the new schools:

### PRIMARY SCHOOLS.

Every eighty or one hundred pupils in the Primary schools, of any one grade, according to the course of study prescribed for said schools, whose parents or guardians desire them to pursue the study of English and German co-jointly, shall be divided into two sections, to be placed under

the instruction of an English and German teacher, who shall exchange sections every half day (the pupils or teachers exchanging rooms as may seem most convenient) in such a way that the pupils of both sections may receive an equal amount of instruction from both teachers, and to this end they shall be governed by the annexed time table, as far as possible. This rule shall not prevent the organization of classes of forty pupils, provided that a teacher can be found for the same who can teach the two languages with accuracy and purity. In this respect great care shall be taken that pupils may not be taught to speak either language with faulty accent or construction.

#### GRAMMAR SCHOOLS.

Whenever, in any school, 40 pupils may be found in the Grammar school classes whose parents or guardians may desire them to continue the study of the German language in connection with their English studies, a teacher of German shall be employed, and the pupils of the several classes shall be permitted to attend his instruction for one lesson of not less than forty minutes per day, the time to be so arranged by the principal of the district as to prevent any interference of the German and English studies.

#### GERMAN INSTRUCTION.

Children not residing in districts for which German instruction is provided, whose parents desire them to pursue that study, may obtain a transfer to said schools on making application to the principal of the district in which they reside, who shall refer the same to the committee on boundaries. The committee has specified the districts in which it seemed most convenient to establish these schools at the present time, but they see no difficulty if the Board approve, in securing German instruction for the University Heights and for the Twelfth ward, provided that suitable rooms can be obtained.

In dividing the time between the English and German teachers, the superintendent shall be governed by the following time table, so far as practicable:

There being twenty-two hours per week for study and instruction, that is exclusive of recesses, general exercises, etc., that time shall be divided as follows:

## PRIMARY SCHOOLS.

	D.		C.		B.		A.	
	Eng.	Ger.	Eng.	Ger.	Eng.	Ger.	Eng.	Ger.
Arithmetic.....	3:00	...	3:00	...	3:30	...	3:30	...
Object lessons.....	2:00	2:30	2:00	3:00	1:30	2:30	1:00	2:00
Reading.....	2:30	2:30	2:30	2:30	2:00	2:00	1:30	1:30
Spelling.....	2:30	2:30	2:30	2:00	1:00	1:00	1:00	1:00
Writing.....	1:00	1:00	1:00	1:00	1:30	1:30	1:30	2:00
Music.....	...	2:30	...	2:30	...	2:30	...	1:30
Grammar & Composition .....	...	...	...	...	1:30	1:30	1:30	3:00
Geography.....	...	...	...	...	...	...	1:00	...
Total hours per week....	11	11	11	11	11	11	11	11

## GRAMMAR SCHOOLS.

All classes, one lesson per day of forty or forty-five minutes each.

## HIGH SCHOOLS.

All classes, four lessons per week.

The superintendent of instruction was directed to employ such German teachers, upon the advice and direction of the school committee, as were necessary to open German-English schools in the Fourth, Sixth and Eleventh wards. Schools were thereupon opened in the C and D grades of the Primary departments. At the Brownell street school two classes were formed in the D Primary grade. At the Mayflower street school one class each was formed in the D and C Primary grade. At the Orchard street school one class each was organized in the D and C Primary grades. One class each was organized in the D and C Primary grades at the University Heights school. One class in the D Primary grade was organized in the Wade avenue school. There were nine teachers employed. The first difficulty met with in the organization of the new schools was the scarcity of well qualified German teachers. Teachers for the new course were obtained from two sources. Some teachers were secured who had taught in an academy or college, but they

were generally unsuccessful, owing to the fact that they could not control the Primary scholars. Teachers who were secured from private German schools were much more successful. Nine out of ten of the children who first availed themselves of the new course were of German parentage. The Germans were widely scattered and there were not enough Germans in any school to justify its organization as a special German-English school. Very few classes could be organized in the higher grades. For this reason, Superintendent Rickoff found it hard to carry out the program as ordered for the A, B and in some cases the C grade of the Primary classes.

Superintendent Rickoff reported the High school to be in a flourishing condition. The change from the old course of study to the High school course prepared by Mr. Rickoff in 1867 was accomplished during the year.

Music was put upon a firm footing in the schools this year. In January, 1869, the committee on music of the Board of Education made a report calling attention to the fact that during eight months of the current school year no teacher of music had been employed, and that the "instruction given has been confined to a very few schools, where the teachers have themselves given lessons to their pupils, or more frequently simply taught them to sing a few songs." The committee spoke of two methods by which the study of music might be introduced into the schools. Of these two methods the committee says: "One is to employ one teacher to divide his time among our 160 schools—spending twenty or thirty minutes in each, as often as its turn may come, which will be at intervals of two or three weeks—endeavoring, during these far apart lessons, to instill some idea upon the science of music and spending a part of each lesson in singing with his class. This has been in effect the course heretofore pursued. The results have been what we have all witnessed, and what was to have been anticipated from means so utterly disproportioned to the work to be done. As thus pursued, the study was irksome and distasteful to the pupil, and few made any valuable progress. Another

method, and your committee think the true one, is to make instruction in music a part of the daily lessons in each school, and to bring to its study the directness, precision, method, accuracy and perseverance required in other branches, graduating the instruction in each grade to the capacity of the pupil."

The committee recommended that one teacher of music be employed, and that his time be largely given to the instruction of the teachers. The report of the committee was adopted, but it was not until the following September that the plan was put into effect. After some delay, the Board secured the services of N. Coe Stewart to take charge of the instruction of music. His task was a Herculean one. During school hours he taught music at the High schools and in the higher classes of the Grammar schools. Out of school hours, generally at the regular teachers' meetings, he instructed the teachers. Besides his work of teaching, he organized and directed the teaching of 8,000 pupils by 160 different teachers. The following course of study for the music department was adopted for the Primary and Grammar grades:

#### D PRIMARY.

Pupils should learn songs by rote, and be able to imitate, singly and together, any sound or sounds, to the number of eight, which they may hear sung, and to imitate teacher in counting. They should be able to tell what measures are; also, part and parts of a measure, long and short sounds, accent, notes (telling whether a short or long sound is to be sung), and rests (indicating that part or parts of a measure is passed over in silence), five sounds of scale, and know them as a scale; names of sounds, syllables, three lines of staff, and know it as the staff; principles of reading notes (indicating which member of the scale is to be sung); able to sing any new tune or exercise as above at sight, and commencing with any member of the scale and either part of the measure.

#### C PRIMARY.

Review thoroughly the D Primary work. Introduce six

of scale, another line of staff, three part measure, longer sound, note and rest; commence writing lessons on slates, and on paper after lead pencils are used. Rate. To learn the exercises written for this grade, practice as per "Formula for Giving Lessons," and be able to sing, singly and together, at sight, any exercise containing the subjects learned. Learning songs by rote, and singing in imitation of the teacher, continued throughout the year.

• B PRIMARY.

Review everything mentioned in the work for the D and C grades. Complete the scale and staff. Degrees. Attempo. Practice daily, as per formula, copy and learn the exercises for this grade, and be able to sing, at sight, any exercise containing the subjects learned. Learning songs by rote, and singing in imitation of the teacher, continued.

A PRIMARY.

Review everything mentioned in the preceding grades. Four part measure, longest sound, note and rest; the names of the notes and rests—i. e., whole, three-quarter, half and quarter; preparation for two part exercises; copy and learn the exercises in one and two parts, prepared for this grade; be able to sing, at sight, and to write the notes indicating the sounds of any tune or exercises embracing the subjects learned. Continue the imitation singing.

D GRAMMAR.

Review the Primary work, learning, besides similar scale above and below, added lines; how to find, from the signatures, where one is represented; copy and learn the exercises for the grade; practice daily as per formula, and be able to sing, at sight, any one or two part exercise or tunes embracing the subjects learned. Imitation exercises continued.

C AND B GRAMMAR.

Review all the work of Primaries and D Grammar grades. Practice, daily, as per formula, and be able to sing, at sight, and write the notes indicating the sound in any tune

embracing the subjects learned. Exercise the voice, as per suggestions in formula.

While the Cleveland schools ranked with the best schools in the country, the cost of instruction per scholar was much lower here than in other cities. The following table shows the amount of money expended for schools at this time and the cost of instruction per scholar in six cities of the nation:

#### AVERAGE COST OF INSTRUCTION.

Cities.	Average Number Belonging.	Amount Paid for Tuition.	Cost of Instruction per Scholar.
Boston.....	33,535	\$ 719,628 04	\$21 45
New York.....	86,783	1,792,369 28	20 65
Cincinnati.....	20,023	363,500 33	18 15
Chicago.....	25,754	414,655 70	16 10
St. Louis.....	15,282	249,084 55	16 31
Cleveland.....	8,384	122,340 83	14 59

This year the Board of Education reduced the number of supervising principals from four to three. William S. Wood retired from the supervisory force.

An addition to the Mayflower building was completed in time for use at the beginning of the spring term of 1870. A lot on Detroit street, in the Eighth ward, was purchased, and a new building contracted for. A school building was also erected on Garden street, now Central avenue. It was about two-thirds of the size of the other new buildings. The number of school youth in the city, between the ages of five and 21, was 32,157. The number of pupils registered in the schools was 12,275, a gain of 1,124. The average daily attendance was 7,765, a gain of 543. The number of male teachers employed was five, a loss of nine. The number of female teachers employed was 164, a gain of 16. There were four special teachers employed: teachers of music, penmanship, German and drawing. In addition, there were employed four principals of districts. The common school fund receipts were \$211,725.23, and the expenditures were \$169,394.14, leaving a balance in the fund of \$42,331.09. The



WEST MANUAL TRAINING SCHOOL.

Formerly West High School Building.



1900

construction fund receipts were \$150,061.95, of which \$115,000 was realized from the sale of bonds. There was expended on account of this fund \$134,076.63, leaving a balance of \$15,985.32. The receipts of the library fund were \$5,922.77; the expenditures were \$2,291.52, leaving a balance of \$3,631.25.

The school year of 1870-71 was one of wonderful progress, although there were no new features introduced. Superintendent Rickoff, in his annual report for the year, said that the new course of study had now thoroughly wrought itself into the school system, save in the matter of object lessons. This part of the course required special preparation on the part of the teachers. "A syllabus adapted as nearly as possible to the circumstances was, however, introduced into the program as a suggestion to teachers to do what they could in the way of training their pupils to perceive, to think, and to speak, thus supplementing, as far as may be, the defects of home education." The question of reading matter for the Primary schools received a great deal of attention at the hands of Superintendent Rickoff. He thought there was danger of introducing a scholar to a higher reader too soon. Care must be taken, he said, to get the scholars out of the habit of superficial reading, or of calling words without understanding the thought which they ought to convey. A more liberal supply of school reading material level to the mental capacity of children, yet of a higher style and larger vocabulary than was to be found in the school readers was needed, in his opinion. To this end he had provided, in "the program of study for the second, third and fourth years of the course, that the readers prescribed for each year should be completed in the first and second terms, and that the reading of the third term should be fixed at the discretion of the superintendent." During the first year, much extra reading matter was written on the blackboard by the teacher. In the second year, after the reader had been completed, "a series of papers prepared and printed under the direction of Miss Keeler," were circulated among the schools every Monday morning. These papers

were looked forward to with great interest by the pupils, and as a consequence the latter made rapid progress. After the scholars of the third and fourth year had completed their readers special reading matter was prepared for them at the suggestion of the superintendent.

The study of German in the schools was taken up by a larger number of scholars than had been anticipated. At the close of this year the average number of pupils studying it was 1,680. Mr. Louis Klemm was employed in January, 1871, to give instruction in German in the High schools. He gave Fridays, and two additional days every month to the supervision of German teaching in the Grammar and Primary classes. There were 17 teachers employed in the German department. Concerning the difficulty of classifying the new German scholars, Mr. Klemm, in his annual report for 1870-71, says:

"A great part of the German pupils came from the numerous private schools, which have since nearly all been closed. These schools were variously organized, had different aims, and used different text-books. Their pupils, when they entered the public schools, represented, at the same age, so many different stages of intellectual development, and the degrees harmonized so little with those of the public schools, that it required the most assiduous efforts of the teachers to fuse them into well graded classes. The classification of these pupils would have been comparatively an easy task, could they have been estimated by their progress made in the German branches only; but since the German classes must necessarily, for reasons which are sufficiently obvious, enter into co-operation with the English classes which are well organized and have been in activity for some years, it was a natural consequence that the whole German department had at first the appearance of a "chaos." To disentangle this disordered mass, to bring the pupils of the same grade up to one and the same standing, so that they should not be subdivided into too many classes or divisions, was a task too great for one year. The present year will undoubtedly bring us nearer our aim. One thing, however, permit me to say—

the teachers of the German department have never shown a lack of ability or good will, and they have accomplished all that any others could have done under like circumstances."

A course of study was needed for the German department, and Mr. Klemm prepared one. It resembled the English course in its general features, and was intended to co-operate with the latter course. It differed from the English course mainly in the matter of object lessons. The German course of study also differed from the English course in that it included drawing. Mr. Klemm declared that drawing was necessary, because object lessons could not be successfully given without at least the elements of drawing. The teachers of German held meetings every two weeks, which were presided over by Mr. Klemm. At these meetings ways and means of bringing the German department of the schools up to the standard of the English department were discussed. The German department consisted of 43 classes during the year 1870-71, of which—

Fifteen were D Primary, five were C Primary, five were B Primary, five were A Primary, five were D Grammar, three were C Grammar, three were B Grammar, two were A Grammar.

Owing to the fact that but few of the scholars in the lower grades completed the High school course, the Board of Education, at the beginning of the school year of 1870-71, introduced the study of the first principles of natural philosophy into the C and B Grammar grades. The text book used was Hotze's "First Principles in Physics."

The experiment of employing lady principals had met with great success. Superintendent Rickoff, in his annual report for the year, in speaking of the work of these lady principals, says:

"It can not be denied that our schools are more efficiently governed and more thoroughly taught than when there was a man at the head of every house. The improvement in the respect and attention paid by the older pupils to their teachers is remarkable. Classes of boys corresponding to some that in times past drove one principal after another

from his post, are to-day so quiet, orderly and studious that it is often wondered that their predecessors should ever have given any trouble. This is true, not of one school alone, but of every school formerly distinguished for its insubordination. What physical force failed to control, subtler influences have completely mastered. It might be supposed, as indeed it has sometimes been asserted, that the more equable and thorough government of the schools today is owing to greater watchfulness on the part of the superintendent and his assistants to check the first signs of insubordination in the senior classes, and to the greater severity exercised in cases of discipline; but the fact is that fewer scholars of the advanced grades are referred to the office, and that less rigor is necessary than formerly."

The public library steadily grew in popularity. Considering its size, the number of books circulated was very large. On August 31, 1871, the number of volumes in the library was 11,750. The number of people drawing books during the year was 6,974, and the number of books drawn was 100,671, or an average of 250 books daily.

The salaries of school teachers had heretofore been based upon the time the teacher had taught in the Cleveland schools. It was found, however, that a teacher of one year's experience was sometimes of more value to the schools than one who had taught for 10 years; yet the latter teacher received one-third more salary than the former. To regulate this matter the Board of Education adopted the following schedule of salaries:

CENTRAL HIGH SCHOOL.

Principal .....	\$3,000
First male assistant .....	1,800
Other male assistants.....	1,600
First female assistant.....	1,250
Other female assistants .....	800

WEST HIGH SCHOOL.

Principal .....	\$2,250
First female assistant .....	1,000
Second female assistant .....	800

## GRAMMAR AND PRIMARY SCHOOLS.

Supervising principals .....	\$2,300
Principals of Rockwell, Sterling, Bradburn and Thome schools, each .....	1,000
Principals of Sheldon, Washington, Mayflower, Wiley, Rice, University and Hicks, each.....	800
Principals of Case, Willson, Wade and Warren, each.	700

All others according to experience, as follows:

For the first year.....	\$ 400
For the second year.....	450
For the third year.....	500
For the fourth year.....	550

"All teachers whose experience has been acquired as above in other than the Cleveland schools or schools of equal grade, and whose success is not well ascertained, shall, on employment for the first fourteen weeks, receive the salary prescribed for teachers in the first year of their experience, and thereafter the salary prescribed in the above schedule; provided, that in no case shall any salary be advanced except on good and sufficient evidence of decided progress in the science and art of teaching; and provided further, that no salary shall be advanced beyond five hundred and fifty dollars per year, except on evidence of such eminent success as shall contribute to the reputation of our schools at home and abroad; and in no case shall any salary be advanced beyond six hundred and fifty dollars per annum, except in the case of assistants in 'A' Grammar classes, who shall receive eight hundred dollars, and assistants in 'B' Grammar classes, who shall receive seven hundred dollars."

"The evidence required by the Board of Education, in all these cases, shall be the certificate of the principal of the district, stating the particulars in which success has been attained, countersigned by the superintendent of instruction and endorsed by the committee on teachers, and also, in case of doubt, by the Board of Examiners."

The number of male teachers employed was eight, a loss of one, during the year. The number of female teachers employed was 178, a gain of 14. There were only two special

teachers employed, thus making the total number of teachers employed 188, a gain of 11. The number of youth in the city, between the ages of five and 21, was 34,544, a gain of 2,387 over the last year. The number of pupils enrolled was 13,184, a gain of 827. The average daily attendance was 8,174, a gain of 409. The receipts of the common school fund were \$236,352.45. The expenditures were \$166,099.85, leaving a balance of \$70,252.60. The receipts on account of the construction fund were \$22,621.98. The expenditures on account of this fund were \$27,880.69, leaving a deficit of \$5,258.71. The receipts of the library fund were \$7,257.49. The expenditures were \$5,846.09, leaving a balance of \$1,411.40.

In the year 1871 the Board of Education adopted the policy of constructing small frame school buildings in such localities as needed additional school accommodations. The reasons for doing this were that the more densely populated sections of the city were filling up rapidly with people. It was therefore impossible to determine the sites where permanent buildings should be erected. During the year 1871-72 three of these relief buildings were constructed. They each accommodated 240 pupils, and each cost, including furniture, \$2,740. The total value of school property at this time was \$982,945, of which \$362,945 was the estimated value of the sites. The par value of the school bonds outstanding was \$479,000.

In order to provide for the proper supervision of the Primary departments, Miss Harriet L. Keeler and Miss Kate Stephan were appointed special supervisors of the two lower Primary grades at the beginning of the school year 1871-72. Miss Keeler at once entered upon her new work, as did Miss Stephan later in the fall. Alexander Forbes retired as supervising principal of the Third district. His place was not filled, and the number of male supervisors was reduced to two. The male supervisors were Henry James, in the First district, and Lewis W. Day, in the Second district.

The German department made great progress during the year. The average number of pupils studying German was

3,239.8, of whom 2,192 were pupils of German parentage, and 1,046.2 were pupils of English parentage. The department consisted of 91 classes, of which 54 were Primary classes and 37 were Grammar classes. Twenty-five of the Primary classes devoted half a day to German, while 29 gave but 45 minutes to the study, owing to the fact that there were not enough pupils to make full classes. At the beginning of the year a new feature was added to the department. Parallel classes were formed in the upper grades to those already existing, consisting of pupils coming from English families. As the original course for the German department was drafted for pupils of German families, the organization of an additional German department made necessary a new course of study. Mr. Klemm drafted such a course, which was duly adopted.

Under the new system of paying teachers, adopted by the Board the year before, by which salaries were to be advanced on merit, 98 teachers were recommended for advance of salary on the score of merit at the close of the school year. Forty-two were recommended for \$650 and the remainder for \$600. Ten of the former, or nearly one-fourth, were advanced to the principalship of schools, or assistants' places in the A and B Grammar grades, positions to which special salaries were attached. These increases in salaries were made on the recommendation of the district principals and the committee on schools.

The library had 12,623 volumes at the close of August, 1872. The number of books drawn during the year was 84,475, the library being open only 281 days. The average number of books drawn daily was 300. Miss Mary B. Merriam started the work during the year of preparing a catalogue for the library.

The death of Mr. Bradburn, who for so many years was at the head of the Cleveland public schools, occurred on August 20, 1872. He was mourned by all friends of education in the city.

The total number of teachers employed during the year was 203, of which 16 were male and 187 female. Included in



this total of teachers were 12 special teachers. The total number of youth between the ages of five and 21 was 37,877. The number of scholars enrolled was 13,647, a gain of 463. The average attendance was 8,581, a gain of 407. The receipts for the year on account of the common school fund were \$273,644.68, and the expenditures were \$177,695.25, leaving a balance of \$95,949.43. The receipts on account of the construction fund were \$42,781.25. The expenditures on account of this fund were \$37,468.07, including the payment of the preceding year's deficit of \$5,258.71. The balance in the fund at the close of the year was \$5,313.18. The receipts on account of the library fund were \$8,463.33, and the expenditures were \$3,983.43, leaving a balance in the fund of \$4,479.90.

Drawing was again introduced into the Cleveland schools at the commencement of the school year 1872-73. Mr. Aborn was placed in charge of the new work. For the first seven months in the year every teacher in the six lower grades received a weekly lesson of two hours at the Central High school building. Teachers of the two higher Grammar classes received a weekly lesson throughout the entire year at the session room of the Board of Education. Besides instructing the teachers as above, Mr. Aborn gave two lessons per week in each of the High schools, one lesson per week in the A grades of the Grammar schools, and one lesson every two weeks in the B Grammar classes. The new study met with great success during the year. An evening drawing school was started in the hall of the Central High school building. Two classes of 60 each were given two lessons each a week in drawing. The results obtained were so satisfactory that the Board of Education decided that the evening drawing school should be a permanent institution.

When the village of East Cleveland was annexed to Cleveland in October, 1872, part of the agreement was that "the High school now existing in the corporation of East Cleveland shall be continued and maintained as now established, until modified or changed by a vote of three-fourths of the members of the Board of Education, with the concur-

rence of one-half of the members from the territory comprised in the Sixteenth and Seventeenth wards, as described in this agreement." Thus it happened that Cleveland now had three High schools. The new school was known as the East High school. At the time of the annexation of East Cleveland there were in that corporation six schools, 17 teachers and an enrollment per year of about 1,000 pupils. Mr. and Mrs. Elroy M. Avery had been connected with these schools since 1871, he as superintendent and she as principal of the High school.

S. G. Williams, principal of the Central High school, in his annual report of this year, called attention to the pressing need of a new building for the Central High school. The total enrollment of the school was now 303, and the space for the accommodation of pupils at study was barely sufficient to accommodate them. A convenient and well lighted laboratory, as well as more and larger recitation rooms were badly needed.

The number of books in the library for the year ending August 31, 1873, was 16,435. The total number of books circulated for the year was 111,217, a daily average of 456. The number of registered members of the library (heads of families only) was 13,875. In October, 1871, the Board of Education elected a Board of Library Managers, consisting of six citizens. All books for the library were purchased by this Board up to July, 1873. During that month four members of the Board resigned, leaving that body without a quorum. By resolution of the Board of Education all the power and duties of the Library Board were conferred upon the committee on library of the Board of Education.

Owing to the fact that it was very difficult to secure suitable teachers for the German department, Mr. Klemm conducted a normal class for prospective German teachers during the summer of 1873. The class consisted of eight ladies, six of whom passed examinations in the fall, and were appointed teachers. Instruction was given in German grammar, translation, composition, literature, and theory and practice of teaching.

During the year, three wooden relief buildings were erected for the accommodation of 396 pupils. In the University district a large 12-room building was contracted for: the Tremont school building.

The total number of teachers employed during the year was 235, of which 25 were men and 210 were women. The number of youth between the ages of five and 21 in the city was 40,100. The number of pupils enrolled was 15,085. The average daily attendance was 9,676.1. The receipts on account of the school fund were \$341,067.82. The expenditures on account of this fund were \$229,166.74, leaving a balance of \$111,901.08. The receipts on account of the library fund were \$8,315.51. The expenditures on account of this fund were \$4,863.36, leaving a balance of \$3,452.15 in the fund.

Separate departments for the teaching of elocution and vocal culture, and for the teaching of composition were established in the Central High school at the beginning of the school year of 1873-74. Two additional teachers for these new departments were assigned to the High school. In his annual report, Principal S. G. Williams, of the Central High school, said that the two new departments were successful from the beginning.

The commencement exercises of the High schools for the year closing June 30, 1874, were a special feature of the school year. They were held in the hall of the Saengerfest building on Euclid avenue and over 10,000 people attended. The music was furnished by a chorus of 800 of the best trained voices of the Grammar and High schools.

The German department this year consisted of 136 classes, of which 74 were Primary, 53 Grammar and nine High school classes. The number of teachers engaged in German instruction was 36, including three High school teachers. Twenty of these were class teachers, and 16 special teachers. The number of pupils studying German was more than one-third of all the pupils in the public schools, or a monthly average of 4,460.

The number of books in the public library at the close

of the year, on August 30, 1874, was 20,415. During the year 3,980 volumes were added. The number of heads of families registered as members was 16,695. The total circulation was 173,281, a daily average of 587.

Newburg was annexed to the city in April, 1874, bringing four schools into the city, as follows: Schools having a D High school, one; having a C Grammar grade, two; having an A Grammar grade, one. Employed in the Newburg schools was a male superintendent and 18 women teachers. For the three months succeeding the annexation to the city the number of pupils enrolled in the district was 1,269.

The number of teachers employed at the close of the year was 305, of which 29 were men and 276 were women. The total number of youth in the city from five to 21 years of age was 45,003. The total number of pupils enrolled, exclusive of those in the Newburg schools, was 17,512, and the average daily attendance was 11,907.4. The total receipts on account of the common school fund were \$412,072.76; the expenditures were \$387,563.50, leaving a balance on hand of \$24,509.16. The receipts on account of the library fund were \$12,923.11; the expenditures were \$4,813.67, leaving a balance in the fund of \$8,109.44.

## CHAPTER XII.

**The Normal School—Outhwaite Avenue School Building—Board of Education Adopts a New Financial Policy—Cost of School Supervision—Voice Culture and Expression—Case Avenue School Building—New Building for Central High School—Growth of Central High School—"Honorary Questions"—Corporal Punishment—School Regulations.**

A Normal school for the training of teachers was organized in the Eagle street school building in the fall of 1874. The establishment of such a school had been under consideration for several years by the Board of Education. In the fall of 1867 Superintendent Rickoff was instructed to make inquiry as to whether it would be advisable to employ a teacher to take charge of a Normal school. The question was later raised as to whether the Board of Education had the authority to establish a Normal school, and no further action was taken at this time. On October 21, 1872, the Board directed the committee on teachers, in conjunction with the superintendent, to report a plan for the establishment of a Normal school. At the next meeting of the Board the report of the committee was adopted, and shortly afterwards Alexander Forbes was elected principal. He declined the position on account of ill health and previous business engagements. Nothing was done for two years, when Mr. Forbes was again elected principal. Miss Kate E. Stephan and Julia E. Berger were appointed training teachers. They were given charge of four schools in the Eagle street building, and the pupils of the Normal school who received instruction in the theory of teaching were given practical training in these four schools. The conditions of admission were fixed by the Board, August 10, 1874, and were as follows:

Applicants for admission to the Normal school must be—

First, graduates of the Cleveland High schools; or,

Second, persons who hold certificates from the city Board of Examiners; or,

Third, persons who hold certificates from the county Board of Examiners, with at least one year's experience in teaching.

Non-residents and residents over 21 years of age were required to pay a tuition fee of \$20 per annum. No one was admitted under 16 years of age. The whole number of pupils registered during the year was 50, of whom 21 were graduates of the Cleveland High schools. Twenty-six completed the prescribed course, and were graduated at the close of the year. All of them, with the exception of Miss Lina E. Jean, were given positions as teachers in the public schools. Miss Jean, a colored lady, secured a position in the Colored High school at Washington, D. C. The following is a list of those who were graduated at the close of the year:

Emma R. Brown,	Clara Hobart,
M. Ellen Burr,	Jannette F. Jackson,
Clara B. Case,	Lina E. Jean,
Louisa L. Campbell,	Ada B. Johnson,
Hattie E. Chamberlain,	Selma G. Krehbiel,
Myra E. Christian,	Ida M. Lanphear,
Lizzie C. Climo,	Ella Marshall,
Jennie Croley,	Mary B. McCoy,
Rose A. Daly,	Ella P. McIntosh,
Alta M. Dean,	Helen M. Patterson,
Hannah A. Dissette,	Kate M. Shaw,
Alta L. French,	Phebe A. Underwood,
Ellen E. Gill,	Sarah E. Waud.

Miss Laura M. Curtis was made a supervising superintendent of Primary instruction in place of Miss Kate E. Stephan.

All of the subjects taught in the common schools were carefully reviewed in the Normal school during the year, primarily with a view to teaching the same. In addition to this work, mental philosophy, physiology, zoology, botany, elocu-

tion, and object lessons received careful attention. Special teachers, Stewart, Aborn and Root, instructed the scholars of the Normal school in music, drawing and penmanship. Mrs. Rebecca D. Rickoff gave the pupils two lessons a week in object lessons.

During the two years ending September 1, 1875, several new school buildings were erected, and much was done in the line of school building improvements. From 1870 to 1874 only the Washington building and three or four small relief buildings were constructed, adding to the school accommodations but 20 or 25 rooms. The result, at the end of this period, was a great scarcity of school accommodations. The school rooms in the Twelfth and Thirteenth wards could not accommodate more than half the pupils who wanted to attend school. The same was true of the Willson avenue district. The Board decided to erect a large building in the latter district. In 1869 three acres of land had been purchased at Willson avenue and Kinsman street, at a cost of \$16,000. Several relief buildings were erected on this lot a little later. Owing to the fact that it was necessary for children to cross one or more street railroad tracks to approach the lot from any direction, the Board sold most of it in September, 1874, for \$52,911.34. A small portion of the lot was reserved for the accommodation of several relief rooms. A lot was then purchased on Outhwaite avenue for \$10,674. A fine building was erected on the new lot at a cost of \$57,717.99. Had the entire Willson avenue lot been sold, the proceeds would probably have paid for both the Outhwaite avenue lot and building. A two-story relief building, located on the Willson avenue lot, was sold, as it was very much dilapidated. Three one-story relief buildings of two rooms each, which were located on the Willson avenue lot, were moved respectively to the Mayflower street, Sterling avenue, and Outhwaite avenue school lots. When East Cleveland was annexed to the city, the fire department was allowed to erect an engine house on a school lot on Doan street, where there was also a school building. In January, 1875, the Board of Education transferred the lot to the fire department, and

received a credit for it of \$6,000. The Board also received a credit of \$3,000 in consideration of transferring to the city for the use of the fire department that portion of the Willson avenue lot which had been occupied by the latter for several years. Five frame buildings, of two rooms each, were erected in 1875; one in the Sterling district, and one each in the Bolton, Tremont, Warren, and Union Mills districts. A three-room brick addition was also made to the Hicks street building. A fine brick building of 12 rooms, exclusive of recitation rooms, was erected on Willey street, at a cost of \$39,338. It was known as the Tremont school building. The Outhwaite avenue building contained 18 rooms. During the two years, ending August 31, 1875, there were added to the school accommodations 61 session rooms, 28 in frame, and 33 in brick buildings. The Eagle, Mayflower, and West High school buildings were extensively improved in the way of reseating, etc. During the same period of two years, new sites, and additions to old sites, were purchased as follows: New lots on Outhwaite, South avenue, Fairmount, and Gordon avenues, and additions to the Sterling, Mayflower, and Tremont lots. These permanent improvements cost the city \$191,211.33.

In 1874, the Board of Education decided upon a new policy for the construction of new school houses. At that time, "it became apparent to the Board, from the rapid growth of the city, that from 1,200 to 1,500 additional children must be provided with school privileges every year; that this demand for rooms must be met annually, in order that each year should make entire provision for its own increase." "The Board concluded," says President M. G. Waterson, in his annual report for 1874-75, "that it was as poor economy to borrow money and create an interest-bearing debt to provide school rooms, as it was to pay teachers' salaries." The Board therefore increased the tax levy in order to raise sufficient money for permanent improvements. This policy was in direct opposition to the policy of the Board during the years 1868-69-70. During those three years, \$420,000 worth of city bonds, running from 10 to 20



years, were sold, and the proceeds expended in erecting new school buildings. Commenting on issuing these bonds, President Watterson, in his report for 1875, had this to say: "The city of Cleveland has already paid \$160,000 interest on these bonds—a sum sufficient to have constructed the Washington, Tremont and Outhwaite school buildings, and to pay for all the frame relief buildings built in the city since 1870. But this is not all: before these bonds mature, \$215,000 additional interest must be paid on them, making the total interest paid by the city on the school bonds issued these three years, from their issue until maturity, \$375,000; a sufficient sum of money to build, furnish and equip, ready for occupancy, six such buildings as the Outhwaite house—the best school accommodations for seven thousand children—the entire increase in daily attendance at the public schools for the past eight years."

At the close of the year 1875, the total value of school property was \$1,384,742, of which \$559,340 was the value of the school house sites, and \$713,450 was the value of the buildings and improvements.

Cleveland, at this time, paid her school teachers lower salaries than were paid in other cities in the land. The average salary paid schools teachers in Chicago was \$799, in Cincinnati it was \$833, in St. Louis, \$769, while in Cleveland it was only \$659. The cost of school supervision per capita was much lower in Cleveland than in other cities. The following table shows the average daily attendance, the total cost of supervision, and the cost per capita in five cities of the nation:

Cities.	Average daily Attendance.	Whole Cost of Supervision.	Cost per Capita.
Chicago .....	32,999	\$50,000	\$1 52
St. Louis.....	23,105	40,575	1 76
Cincinnati.....	20,728	49,800	2 40
Indianapolis.....	6,283	8,700	1 38
Cleveland.....	13,147	13,100	99

When Newburg was annexed to the city, in 1874, there were 16 pupils pursuing the Latin-English, and the English High school courses. They constituted what was expected



DRAWING-WORK IN PLANT FORMS—JUNIOR CLASS, HIGH SCHOOL.

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would be the nucleus of a fourth High school. These pupils occupied the entire time of one teacher, and an hour or two of the time of each of two others. Their instruction was, therefore, very expensive per capita. For the latter reason, the Board of Education ordered the discontinuance of the school, and provided for the expense of transferring the pupils to the Central High school. Besides the Newburg High, the annexation of the village brought into the city the Walnut and Broadway schools, about a dozen teachers, and an enrollment of about 600 scholars.

For the year 1874-75, the German department consisted of 152 classes, of which 84 were Primary, 56 Grammar, and 12 High school classes. The whole number of pupils studying German was 5,146, of whom 3,406 were of German parentage, and 1,740 of English parentage. Of these 2,583 pupils were taught by special teachers, whose compensation amounted to \$12,350, or \$4.77 per child. The remainder of the pupils taking German were taught by class teachers who devoted three-fifths of their time to German. Three-fifths of their salary amounted to \$6,900, or \$2.47 per child.

The number of volumes added to the library from August 31, 1874 to August 31, 1875, was 2,493. On August 31, 1874, there were 20,415 volumes in the library. On August 31, 1875, there were only 19,680 volumes in the library, when there should have been 22,908. The difference between the former and the latter figure, represent the number of books which had been stolen or lost during the year. In October, 1875, the library was removed to the new city building. At the commencement of the school year of 1874-75, Librarian Oviatt was compelled to resign his position on account of ill health. I. L. Beardsley was elected as Mr. Oviatt's successor.

"The most important innovation made in the work of the public schools the past few years," says President Watterson in his annual report, "is that of making voice-culture and expression—oral and written—a distinctive department of work, with special instructors. In the Primary schools for several years special teachers have been employed to prepare

and assist in giving object and language lessons. These lessons are both oral and written—the oral first, and the written following as close upon them as the child's ability to perform written exercises will justify, and then continuing through the higher grades, a sort of parallel series, but neither allowed to usurp the place of or infringe upon the other.

"The excellent effect of this kind of teaching is everywhere manifesting itself. You have only to enter into conversation with the little eight-year-olds who have had two years of this training, to appreciate the results. An ordinary picture placed before a class of these little ones will be interpreted to its remotest suggestion, and often in language that would improve the vocabulary of some of their instructors. As a means of discipline and development, these lessons are second to almost no others.

"In the High schools, of course, this work should culminate in the most skillful instruction in elocution and composition, given by teachers especially qualified, and whose entire time and energy should be devoted to perfecting its methods. Until two years ago, however, the work of giving instruction in English composition and speaking in the High schools was performed in an irregular, fragmentary way, at intervals between what was termed regular work, by teachers who regarded it as a sort of test of their patience and endurance, and who did not think of holding themselves responsible for results. The experiment made in placing this instruction in charge of special teachers, has, in the High schools, proved eminently successful."

The number of teachers employed during the year, including the superintendent and assistants, was 318, of which 30 were men, and 288 women. The number whose salaries were determined by experience and success were as follows: Those receiving \$600, 47; those receiving \$650, 44. Teachers whose salaries were based on experience only were paid as follows: Twenty-nine received \$400; 26, \$450; 22, \$500; 78, \$550. The number of teachers whose salaries were determined by the position they held was 78. Their salaries

ranged from \$4,000, which sum was paid to the superintendent, to \$700.

The number of youth in the city, between five and 21 years of age, was 48,561. The number of pupils enrolled in the schools was 19,705. The average number belonging was 14,031. The average daily attendance was 13,147. The whole number enrolled in the High schools was 615, and the average daily attendance at the High schools was 497. The total receipts for the year were \$497,174.69. The total expenditures were \$356,095.24, leaving a balance on hand, on August 21, 1875, of \$141,079.43. The unusually large receipts for the year were owing principally to the sale of the Willson avenue property. The receipts on account of the library fund were \$13,392.59; the expenditures were \$5,327.14, leaving a balance in the fund of \$8,065.45.

A new building on Case avenue, corner Cooper street, was completed during the school year, ending August 31, 1876. It was an 18 room building, built in most respects on the same plan as the Outhwaite building. It cost the city, together with the improvements, \$54,400. In the following districts, two-story frame relief buildings were erected: Brownell, at a cost of \$964.82; Euclid avenue, \$963.52; Lovejoy, \$972.12; North, \$1,509.85; Outhwaite, \$1,544.21; Sterling, \$803.27; Tremont, \$1,087.20; Walnut, \$2,009.98; Warren, \$881.59. Thus 36 new rooms were added to the school accommodations. The Alabama street house was abandoned when the Case avenue building was completed. It was a substantial brick structure of nine rooms, and was in as good a condition as the majority of the school houses of the city. It was, however, inconveniently located. A three room addition was made to the Mayflower building during the year. Additions were made to school lots during the year as follows: To the Case avenue lot, an addition of 40 by 140 feet, at a cost of \$2,999.80; to the Outhwaite avenue lot, two additions, 80 by 90 feet, and 72 by 130 feet, at a cost of \$6,000.36; to the Tremont lot, an addition of 33 by 150 feet, at a cost of \$2,140; to the Wade and Walton lot, 100 by 180 feet, at a cost of \$1,250.

The Board of Education took the first steps this year towards the erection of a new High school building, by the purchase of a site on Willson avenue, near Cedar. The plans were prepared for the building under instruction of the Board of Education. It was proposed to have the building ready for occupancy in 1878. Superintendent Rickoff, in his report for the year before, urged the construction of this building as a matter of economy. The old building on Euclid avenue was overcrowded, inconvenient, and not at all adapted for a High school building. The East High school, located on Bolton avenue, was growing rapidly in the number of pupils enrolled, and it was urged that with a new High school building, located near Willson avenue, the latter school, and the Central High school could be consolidated, thus very materially reducing the expenses of operation. Concerning the need of a new High school building, President Watterson, of the Board of Education, in his report for the year 1875, said:

“The advance of business has driven the inhabitants who send to the Central High school, far to the eastward of its present location. Eighty per cent of the pupils are east of Erie street, fifty-two per cent east of Perry street, and not far from twenty per cent east of Case avenue. Not only is the old Central school house not centrally located, but its site is much better adapted to business than to school purposes. The bustle of trade has encompassed it. But the chief reason, and one which is conclusive in itself, is, that the old building will no longer afford even tolerable accommodations to the pupils. The session room has been enlarged year after year, until its maximum capacity is reached and taxed to its utmost. Every available corner on the other floors has been transformed into recitation rooms, and still some of the classes cannot be sufficiently divided to secure the best results in their instruction. The heating apparatus is not good, the light is poor, the ventilation is very bad, and the condition of the basement, especially the boys’ division, is abominable, and not susceptible of much improvement. The lot and the building are alike inadequate; there is little

more than standing room for all the scholars in the yard, not to speak of a play ground; and there is not a room in the building where gymnastic or physical exercises can be given with any degree of satisfaction, which, in a school of this character, should be esteemed indispensable."

The remarkable growth of this school is shown in the following table:

For year ending	Entered.	Withdrawn.	Remaining.
September, 1869.....	176	42	134
September, 1870.....	183	34	149
September, 1871.....	186	39	147
September, 1872.....	216	32	184
September, 1873.....	251	37	214
September, 1874.....	307	60	247
September, 1875.....	316	66	250
September, 1876.....	371	67	304

Mr. Watterson, in 1875, thought that the new building should be located near the line of Case avenue, and between Euclid avenue and Garden street, which is now Central avenue. It was costing Cleveland a great deal more per capita to maintain her High school departments than it was costing other cities of the land, on account of the fact that Cleveland maintained three separate High schools. The cost of maintaining High schools in four cities, and the cost per capita, based on the average daily attendance for the year 1874, is given below.

Cities	Total Cost.	Cost per Capita.
Chicago.....	\$41,045 21	\$67 28
St. Louis.....	51,097 93	59 41
Cincinnati.....	38,400 09	51 96
Cleveland.....	30,561 02	76 59

It will be noticed that the average cost for the first three cities named was \$59.09, while the cost in Cleveland was \$76.59, a difference of over 29 per cent against Cleveland. This was true, notwithstanding the fact that the average salary paid in the three cities given, was greater than that paid in Cleveland. The following table, based on the statistics of 1874, shows that Cleveland, by reason of maintaining



three separate High schools, had less pupils per teacher in the High schools than the other three cities named:

Cities.	Number of Teachers.	Average Daily Attendance.	Average No. of Pupils to a Teacher.
Chicago.....	22	610	28
St. Louis.....	37½	860	23
Cincinnati.....	21.9	739	34
Cleveland.....	18	399	22

Owing to the fact that the price of living had been much reduced since the war, an attempt was made during the year to lower the salaries paid to teachers. The Board, however, could agree on no basis of reduction, and it was determined to leave the salaries as last year.

A modification was made during the year in the usual monthly and final examinations. In addition to the usual questions submitted, a list of "Honorary Questions" was prepared. The "honorary questions" were "intended to prompt to something beyond the attainment of the 'eternal average,'—to offer an opportunity for higher effort to those of more than ordinary ability or aptitude for certain studies, and to stimulate them to research beyond the usual school text-books and class instructions, while suggesting to all the existence of wide fields of human knowledge not explored in their school experience."

A change was also made in figuring results of the final examinations. In place of stating results and percentages, pupils were given four ranks as having passed, passed with credit, passed with high credit, and passed with highest credit. To secure either of the two highest ranks required "excellence in the 'honorary questions,' in addition to highly meritorious work" on the ordinary questions.

An Unclassified school for incorrigibles or immoral scholars was established the first week of March, 1876. The attendance that year at the school was very small. The school was governed by rules 60, 61, and 62.

Corporal punishment was still retained in the schools. Under the rules, the teacher could inflict corporal punishment only in cases of extreme necessity, and then only with

a rod or whip. In all cases of such punishment, the teacher was required to make a report of the same to the superintendent, on the following blank form:

**REPORT OF THE PUNISHMENT OF**

.....(name).....(age).....(residence)  
 Date of punishment.....187  
 The teacher will please to write answers to the following questions:  
 1. For what offence was the pupil above named punished?.....  
 .....  
 2. What is his (or her) general character? .....  
 .....  
 3. What do you know of the home influence surrounding h ?  
 .....  
 4. What other means have you employed for h reform?.....  
 .....  
 5. Were h parents duly notified of h conduct before you  
 resorted to corporal punishment?.....What was the nature  
 of the response?.....  
 6. Has ever been referred to the principal of the district or  
 to the superintendent?.....How many times?.....  
 7. What was the result of the punishment?.....  
 .....*Teacher.*  
 .....*School.*

In June, 1876, the number of special superintendents of Primary instruction was reduced to one. Miss Laura M. Curtis retired as Primary superintendent. The supervising corps was now made up as follows: Superintendent of instruction, supervising principal of the First district, supervising principal of the Second district, special superintendent of German instruction, special superintendent of Primary instruction.

The number of volumes in the library at the close of the year, ending August 31, 1876, was 23,548. The number of books drawn from August 18, 1875, to July 31, 1876, a total of 231 working days, was 167,052. The daily average number of books drawn was 698. The highest number drawn in one day was 1,235, and the smallest number drawn in one day was 291. There were 4,592 books bought during the year. A reading room was opened in connection with the library

on the ground floor of the City Hall. The attendance at the reading room was large, the average daily attendance being 492.

Under the direction of Superintendent Rickoff, a very creditable exhibition of the work of the Cleveland schools was prepared and sent to the Centennial Exposition, held in Philadelphia this year. The exhibition attracted a great deal of attention, and received favorable comment from educators all over the land. Several medals were awarded the schools.

The German department was composed of 158 classes, 87 of which were Primary, 60 were Grammar, and 11 were High school classes. The number of teachers employed in the department was 47, of whom 31 were class teachers, 14 special and two High school teachers. The monthly average of pupils studying German was 5,549, of whom 3,798 were children of German speaking parents, and 1,751 were children of English speaking parents.

There were 335 teachers employed in all the schools, of whom 27 were men, and 308 were women. The total number of youth in the city, between the ages of 5 and 21, was 47,043, a gain of 1,518 over the preceding year. The number of schools in the city was 42, a gain of three over the preceding year. The number of pupils enrolled was 20,771 and the average daily attendance was 14,069.2. The receipts for the year were \$594,248.24, and the expenditures were \$410,846.36, leaving a balance on hand of \$183,401.88. The extra large expenditures were owing to the large amount of money expended for permanent improvements. The receipts on account of the library fund were \$15,227.34, and the expenditures on account of this fund were \$9,228.19, leaving a balance of \$5,999.15.

The rules for the government of the schools were revised by Superintendent Rickoff in May, 1876. The revised rules were as follows:

#### GENERAL RULES.

I. SCHOOL TERMS.—The First Term of the school year commences on the first Monday of September, and ends on the Friday preceding Christmas. The Second Term com-

mences on the first Monday of January and continues twelve weeks. The Third Term commences after a vacation of two weeks, and continues eleven or twelve weeks, as may be necessary to complete a school year of forty weeks.

2. SCHOOL HOURS.—The hours of daily session of the schools shall be from 9 o'clock A. M. to 12 M., with a recess of fifteen minutes; and from 2 to 4 o'clock P. M.

3. HOLIDAYS.—The annual Thanksgiving Day with the following Friday, and Washington's Birthday, shall be the established holidays of the schools.

4. DISMISSION.—No dismission of the schools at other times than are or may be hereafter provided for by the Board of Education shall be permitted, on any pretext whatsoever, except on the written order of the superintendent, given for causes concerning the best interests of the school or schools dismissed.

5. DISMISSAL OF CARD AND PRIMER CLASSES, ETC.—The Card and Primer classes in the Primary schools, and all First Reader classes whose average age is eight years or less, may be dismissed at recess in the morning, provided that no pupil shall be thus dismissed against the wishes of its parents.

6. ANNUAL EXAMINATIONS.—The Annual Examination of all the public schools shall be held at the close of the last term of each year, under the direction of the Board or the superintendent.

7. SCHOOL BUILDINGS AND PREMISES.—No public school building or premises shall be rented, or permitted to be occupied or used for any other purpose whatsoever than for public schools, except by special consent of the Board.

8. TEXT BOOKS TO BE UNIFORM.—The studies prescribed and the text books used shall be such only as may be prescribed by the Board of Education. Each scholar shall be provided with the required books, or, after due notice to the parents, BE DENIED THE PRIVILEGE OF ATTENDANCE.

9. THE CLERK MAY PROVIDE INDIGENT PUPILS WITH BOOKS.—When parents are unable to furnish the necessary books, notice of the fact, with a list of those needed may be sent to the clerk of the Board, who may then provide the same at the expense of the city, according to the rules governing the purchase and distribution of other supplies. All books thus furnished by the clerk shall be entered on the first page of the register, numbered, and loaned to the scholar till the close of the term, and it shall be the duty of the

teacher to report, monthly, the number of each kind of book thus furnished up to date; and at the close of each term to collect and deposit the same with the principal of the school.

10. **CHANGE OF TEXT BOOKS.**—Whenever any new text book is adopted by the Board to the exclusion of another already in use, it shall be obligatory on the publisher, or his agent, to exchange the former for the latter, for the period of two months, without cost to those pupils who have been provided with the latter; and it shall be the duty of the superintendent and the principal to see that this condition is fulfilled.

11. **TRANSFER OF SMALL CLASSES.**—The superintendent is authorized to temporarily transfer the pupils of classes composed of less than five in number, to such other school as shall be deemed by him for the best interest of both of them; provided that no such transfer be made that shall in any way diminish the grade and efficiency of said school; and the Board shall provide for the transportation of such scholars from school to school, at the Board's expense.

12. **NAMES OF SCHOOL BUILDINGS.**—Each of the school buildings shall be known to the Board only by the name of the principal street upon which said building is located.

#### GERMAN.

13. **ORGANIZATION FOR GERMAN INSTRUCTION IN PRIMARY GRADES.**—Every eighty or one hundred pupils in the Primary schools of any one grade, according to the course of study prescribed for said schools, whose parents or guardians desire them to pursue the study of English and German conjointly, shall be divided into two sections, to be placed under the instruction of an English and German teacher, who shall exchange sections every half day, (the pupils or teachers exchanging rooms, as may seem most convenient,) in such a way that the pupils of both sections may receive an equal amount of instruction from both teachers; and to this end they shall be governed by the annexed time table as far as possible. This rule shall not prevent the organization of classes of forty pupils, provided that a teacher can be found for the same, who can teach the two languages with accuracy and purity. In this respect, great care shall be taken that pupils may not be taught to speak either language with faulty accent or construction.

14. **ORGANIZATION FOR GERMAN INSTRUCTION IN GRAMMAR GRADES.**—Whenever, in any school, 40 pupils may

be found in the Grammar school classes, whose parents or guardians may desire them to continue the study of the German language in connection with their English studies, a teacher of German shall be employed, and the pupils of the several classes shall be permitted to attend his instruction for one lesson of not less than 40 minutes per day; the time to be so arranged by the principal of the district as to prevent any interference of the German and English studies. All classes in the Grammar department shall have at least four lessons per week, of 45 minutes each.

15.—CARD TO CHILDREN OF GERMAN-SPEAKING PARENTAGE.—On their first entrance into school a card shall be presented to all the pupils of German-speaking parentage, making inquiry as to whether they desire their children to study German and English or English only. And the replies thereto shall be filed for future reference, and the pupils classified accordingly.

16.—WHEN TO BEGIN STUDY OF GERMAN.—Pupils desiring to commence the study of the German language shall be permitted to do so only in the third, fifth, and seventh years of the course, as provided for in the rules of the schools, unless they show on due examination that they are sufficiently qualified to pursue the study with other classes without retarding the progress of said classes.

17. TRANSFERS OF PUPILS FOR GERMAN INSTRUCTION.—Children not residing in districts for which German instruction is provided, whose parents desire them to pursue that study, may obtain a transfer to said schools on making application to the principal of the district in which they reside, who shall refer the same to the Committee on Boundaries.

SUPERVISING PRINCIPALS.

18. TO ACT AS LOCAL SUPERINTENDENTS.—The Supervising principals, as local superintendents of all the schools within their respective districts, shall, under the direction of the superintendents of instruction, be responsible for the observance and enforcement of the rules and regulations of the schools; and in the discharge of their duties they shall be entitled to the respect and deference of all teachers in their respective districts.

19. ORDER AND CLEANLINESS ABOUT SCHOOL PREMISES.—They shall see that good order is maintained upon the school premises, and in the neighborhood thereof, and that the strictest cleanliness is maintained in the school

buildings and outhouses belonging thereto, and report to the clerk any negligence of the janitors.

20. TO CLASSIFY THE PUPILS, MAKE REPORTS, ETC.—They shall classify the pupils in the different grades, according to the course of study, and shall, in every way possible, co-operate with the superintendent in advising teachers as to the best methods of instructing and governing their schools.

21. TO NOTIFY TEACHERS OF RULES, TEACHERS' MEETINGS, ETC.—They shall see that the teachers within their respective districts are promptly notified and duly advised as to all rules and regulations pertaining to the government and classification of their schools, and that they carry out the same in every particular. They shall see that parents are duly notified of the absence of their children in all cases where the cause of absence is unknown or is not satisfactory to the teacher; and they shall have power to suspend pupils temporarily, for insubordination and irregularity of attendance, provided, that due notice of the same be given, without delay, to the parents of the suspended pupil and to the superintendent of instruction.

22. TO MAKE MONTHLY AND QUARTERLY REPORTS.—When required, it shall be the duty of the several supervising principals to make monthly reports to the superintendent of instruction, of the number of visits made by them respectively to the several schools under their supervision, together with a statement of the time spent in each school.

23. RECORDS TO BE NEATLY KEPT, AND REPORTS MADE PROMPTLY.—They shall see that all records of the several departments are neatly, regularly and accurately kept by the teachers, according to the regulations prescribed by the superintendent; and, on the Saturday preceding the day specified by the rules of the Board for the payment of teachers' salaries, they shall transmit to the clerk a report of the number of days' service of each teacher within their respective district, required by the Board of Education or superintendent, according to the blank forms furnished them for the purpose; and they shall communicate such other information as the Board may from time to time require, or as they may think it important to communicate; and any failure, except from sickness, to file the aforesaid reports with the clerk and superintendent, according to the full requirements of the form prescribed, shall debar them from the reception of their salary till the same is satisfactorily rendered to the proper officer.

TEACHERS.

24. **REPAIRS AND SUPPLIES.**—The principals of the several buildings shall transmit to the clerk of the Board a list of all repairs and supplies which may be required, the teachers of all departments reporting the same to the principal.

25. **EXAMINATION.**—No person shall be employed as a permanent teacher, or on trial for more than one term, in any of the public schools, who shall not first have passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

26. **ELECTION.**—The teachers of the public schools shall be elected by the Board of Education annually, at its last regular meeting previous to the close of the schools for the summer vacation, and shall hold their positions for one year unless sooner removed by the Board.

27. **TEACHERS TO BE PUNCTUAL AND TO REPORT DEVIATIONS.**—Teachers shall be in attendance at their respective school rooms, and open the same for the reception of the pupils at least twenty minutes before the hour of nine o'clock in the morning, and fifteen minutes before two o'clock in the afternoon. They shall also invariably report their own tardiness, dismissal, absence, or other irregularities, in the monthly reports to the clerk of the Board.

28. **A COPY OF THE REGULATIONS TO BE KEPT IN EACH SCHOOL ROOM.**—Each teacher is required to have a copy of the regulations at all times in his or her school room, and to read to the scholars, at least once each term, so much of the same as will give them a just understanding of the rules by which they are to be governed; also, furnish, annually, each family represented in the school with a copy of the rules for scholars.

29. **TEACHERS TO KNOW AND OBSERVE THE REGULATIONS.**—It shall be the duty of the teachers to make themselves familiar with all school regulations, and to co-operate with the Board in such measures as will best secure their observance. A faithful compliance with these rules on the part of teachers shall be one of the conditions of their retention.

30. **TO HAVE CARE OF SCHOOL ROOMS.**—Teachers shall have the immediate care of their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging, and they shall annually,



at the close of the year, give the principal an inventory of all furniture and supplies therein, according to blanks to be furnished by the superintendent of buildings. They shall also co-operate with the principal in securing good order and neatness in the halls and about the school premises.

31. **WARMING AND VENTILATING.**—Teachers shall pay careful attention to the warming and ventilating of their school rooms. In houses warmed by heated air from chambers below, they will, in all cases, keep the lower registers of the ventilating flues open, and, except for special reasons, the upper ones closed; and in houses heated by stoves, or by any direct radiators, they shall ventilate the rooms by lowering the upper sashes, taking special care however, that the children be not allowed to sit in currents of cold air. At recess the teacher shall, in all cases, see that a proper supply of fresh air is admitted to the room.

32. **TEACHERS' MEETINGS.**—Teachers shall attend all regular and special meetings called by the superintendent, and no excuse for absence shall be allowed other than such as would justify absence from a regular session of their schools.

33. **TEACHERS' VISITS TO OTHER SCHOOLS.**—All teachers may be allowed one-half day during the first term of each school year, for the purpose of visiting one or more of the public schools of the city, and observing the modes of instruction and discipline therein pursued. The superintendent may, at his discretion, grant to such teachers as may desire it, an additional half-day each year for the same purpose; and he shall have power to prescribe such rules as he may deem needful for securing the object for which such visits are allowed.

34. **CORPORAL PUNISHMENT.**—In inflicting corporal punishment,\* (which should be resorted to only in case of

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\* The following is an extract from the report made by the Committee on Discipline, March 26, 1863. It is here inserted because it embodies the sentiments yet held by the Board of Education:

"While the Board are of the opinion that corporal punishment can not be entirely dispensed with in our schools, they are decided in the conviction that it should be resorted to only in cases of flagrant and persistent disobedience, nor then till all other means are exhausted.

"The best teachers are those who rule by moral influence; and when physical infliction is necessary, it should be administered with deliberation and self-possession on the part of the teacher, without doing permanent injury to the person, and with a view to the best moral effect upon the pupil and the school."

extreme necessity, arising from flagrant and persistent disobedience,) no other instrument than a common rod or whip shall be employed, and all cases of such punishment shall be reported to the superintendent, according to the form and requirement of blanks, to be furnished by him for the purpose.

35. MORAL INSTRUCTION.—It shall be a duty of the first importance on the part of teachers, to exercise constant supervision and care over the general conduct of their scholars, not only while in school, but also on their way to and from home; and they are especially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles.

36. STUDY AS PUNISHMENT.—No proper school work shall be exacted as a punishment.

37. DETENTIONS FOR PUNISHMENT.—No pupil shall be detained at noon recess; and a pupil detained at any other recess shall be allowed to go out immediately thereafter. No pupils shall be detained in the afternoon after school hours for punishment more than ten minutes at a time unless report be made of the names and offences of said pupils and time of detention, according to blank form to be prepared by the superintendent, nor more than thirty minutes at a time. This rule shall not be construed to forbid the detention of pupils for study for thirty minutes.

38. TEACHERS TO FORBID THE USE OF OXALIC ACID.—The use of oxalic acid or other deadly poison by pupils for the removal of ink, shall be forbidden by the teachers in our schools, except in the laboratory.

39. DONATIONS NOT ALLOWED.—No donation shall be called for or permitted by the teachers in any of the schools in this city from the pupils for any purpose whatever, unless specially authorized by this Board.

40. CO-OPERATIVE DUTIES OF SPECIAL AND CLASS TEACHERS.—The special teachers in penmanship, drawing and music, if any such be employed, shall visit regularly and impartially the several departments in which they are expected to instruct; and the teachers in those departments shall invariably be present to preserve order, and to aid in such measures as will make the special instruction most valuable to the scholars.

41. AGENTS, LECTURERS AND EXHIBITORS.—No teacher shall permit any of his or her time, or that of the school, to be occupied in school hours by agents of books or apparatus,

lecturers or exhibitors. And no notice of lectures, concerts, exhibitions, etc., by or in behalf of parties not officially connected with the schools, shall be given except by permission of the Board of Education.

42. COMPLAINTS AGAINST TEACHERS.—Any parent or guardian, feeling aggrieved by the government of any teacher, may make application for redress to the superintendent. In case, however, that dissatisfaction arise with the decision of the superintendent, the matter may be referred to the committee on discipline, and an appeal may be made therefrom to the Board of Education, which shall appoint a special committee, whose decision shall be final and of full effect, as the decision of the Board.

43. APPLICATIONS TO THE CLERK AND SUPERINTENDENT.—All applications by teachers or others, concerning school matters, shall, as far as practicable, be made between the hours of 4 and 6 P. M., on school days, and from 9 to 11 o'clock A. M., on Saturdays, at the rooms of the Board of Education.

44. CHOICE OF OPTIONAL STUDIES.—No supervisor or teacher shall use any influence, directly or indirectly, to induce any parent or guardian to select any particular study among the optional studies allowed by the Board. This rule is not to prevent teachers from answering inquiries of parents relative to choice of optional studies.

#### SCHOLARS.

45. NONE TO BE ADMITTED UNDER LEGAL AGE.—No child under six years of age shall be admitted to the public schools. In case of doubt as to the age of any applicant, the teacher may require a written certificate thereof from the parent or guardian.

46. NON-RESIDENTS.—None but children, wards, or apprentices of residents of the city of Cleveland shall be allowed to attend the public schools free; but other persons within the school age, on the payment of tuition fees prescribed by the Board, may be admitted whenever the superintendent of instruction is satisfied that such admission will not occasion inconvenience to resident pupils.

The charges for tuition of non-residents shall be, in the High schools, first term, sixteen dollars; second and third terms, each, twelve dollars. In all schools of lower grades, first term, eight dollars; second and third terms, each, six dollars. On the presentation of the receipt of the treasurer

of the city, for the fees as above prescribed, the superintendents may issue an order for the admission of said non-residents; but, without such an order from the superintendent, no child of a non-resident shall be admitted or permitted to remain in school.

47. SCHOLARS TO ATTEND IN THEIR OWN DISTRICTS.—No scholar shall be allowed to enter or remain in any public school out of his or her own district, except by special permission of the committee on boundaries, to be granted for other cause than any supposed difference in the character of the schools or of individual pupils of the schools in question; provided, however, that said committee shall refer all transfers to the Board in cases where they would seriously interfere with the proper distribution of pupils among the several schools. In case of removal from one school district to another within any school year, parents shall have the privilege of continuing their children till the end of the year in the school which they may have attended at the time of removal.

48. VACCINATION.—CONTAGIOUS DISEASES.—No pupil shall be received in any public school without furnishing a satisfactory certificate that he or she has been successfully vaccinated, or otherwise protected from the smallpox, and no scholar affected with any contagious or infectious disease, or directly exposed to the same, shall be allowed to attend the public schools.

49. DUTIES OF SCHOLARS.—Every scholar is required to attend school punctually and regularly; to conform to all the rules of the schools; to obey all the directions of the teachers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane or improper language, and to be clean and neat in person and attire.

50. ABSENCE AND TARDINESS.—After each morning and afternoon session it shall be the duty of the teachers to notify, without exception, the parent or guardian of every absent scholar, and of every one tardy without excuse. Children shall not be sent home for excuse, when tardy, but may be required to furnish an excuse at the next morning session of the school, if by that time an excuse be not furnished by the parent or guardian; provided that notice of tardiness shall in every case be served according to this rule.

51. **THE ONLY EXCUSE FOR TARDINESS OR ABSENCE** accepted by the teacher shall be for sickness or some urgent cause, rendering punctuality impossible or extremely inconvenient. When excuses are considered insufficient, the teacher shall mark on the record, "Not accepted," and receive the pupil under the following rule:

52. **SUSPENSION FOR UNNECESSARY ABSENCE.**—Pupils absent for more than three half days, or tardy more than three times in any one school month, without excuse satisfactory to the teacher, or causes other than those specified in the preceding rule, unless sufficient guarantees for future regularity are given, may be reported by teachers to the superintendent, with a recommendation that they be suspended from school till the next meeting of the Board, and the superintendent shall have power to carry out such recommendation. But no teacher shall thus report any pupil until he or she shall have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

53. **SUSPENSION FOR MISDEMEANORS.**—Scholars guilty of the above or other irregularities, and habitually neglectful of their studies and of the rules of the school, may be required to report themselves to the superintendent for advice, admonition, reprimand or suspension.

54. **ABSENTEES FROM EXAMINATION.**—Any pupil who shall absent himself from any regular examination of the schools, and who shall fail to render sufficient excuse for such absence, may be suspended from the school until the next meeting of the Board, and not be allowed to return until that time, without permission from the superintendent or committee on discipline.

55. **REGULAR LEAVE OF ABSENCE.**—Application for regular leave of absence or dismissal must be made to the superintendent, who may grant such requests, provided they do not seriously interfere with the regular course of study.\*

56. **DISMISSALS—LEAVE OF ABSENCE.**—No scholar shall be dismissed, saving in case of illness, before the close of the school hours, except at the written request of the parent or guardian. All such requests, however, shall be

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\* NOTE.—A certificate—to the effect that the regular leave of absence desired will not "seriously interfere with the regular course of study," that is, the progress of the pupil and of the school—is, in all cases, required from the teacher, before the application is entertained by the superintendent.—SUPERINTENDENT.

discouraged by the teacher as much as possible ; and if he or she has reason to suppose that the request is made for reasons insufficient to warrant the interruption of the pupil's studies and recitations, the request shall be refused.

57. **DAMAGES TO SCHOOL PROPERTY.**—Scholars who shall be guilty of defacing or injuring any school property shall be required to pay in full for all damages. Notices of such damages shall be sent to the parent or guardian of the scholar, and in default of payment, the case shall be reported to the clerk of the Board, who shall proceed with it according to law. Scholars thus reported to the clerk shall not afterwards be allowed to attend school until payment of damages shall have been made, or the case otherwise adjusted.

58. **SCHOLARS TO LEAVE THE SCHOOL PREMISES.**—Scholars shall not be allowed to assemble about the school premises at unreasonable hours before the commencement of school, nor remain after the dismissal of the same, and in going to and from school they shall avoid any interference with, or trespass upon, private property.

59. **SCHOLARS REMAINING AT NOON RECESS.**—All children attending our public schools, and living too far from their respective schools to go home to dinner, shall have the privilege to remain in the school building between the hours of 12 M. and 2 P. M., and the janitor of the different buildings shall keep order during these hours.

#### THE UNCLASSIFIED SCHOOL.

60. **CONDITIONS OF ADMISSION.**—Whenever, on due inquiry and investigation, it shall appear to the supervising principal of a district that the attendance of any pupil, either by reason of incorrigibility or immoral conduct, is pernicious to the interests of the school of which he is a member, the supervising principal shall refer the case in full to the superintendent of instruction, stating the reasons which may have led him to that conclusion, and at the same time he shall notify the parent of said reference to the superintendent. Thereupon, the superintendent may, on conference with the parent, transfer the said pupil to the Unclassified school, if no objection be made by the parent ; but if objection be made, it shall be the duty of the superintendent to submit the case, with all the necessary information pertaining thereto, to the committee on discipline, who shall, at their discretion, return the pupil back to the school from which he came, for further trial, assign him to the Unclassified school, or report him to the Board for expulsion, as they may deem best.

61. RETURN TO GRADED SCHOOLS.—On sufficient evidence of good conduct, the superintendent may return a pupil thus assigned to the Unclassified school, back to the school from which he came, but not during the term that he was sent.

62. STUDIES.—The studies in this school shall, so far as the number of classes will permit, be the same as is required by the course of studies prescribed for the corresponding grades of the Grammar and Primary schools of this city, provided that the branches essential to classification be not neglected. In all other particulars this school shall be governed by the rules as prescribed for the other schools of the city.

#### DUTIES OF JANITORS.

63. JANITORS UNDER SUPERINTENDENT OF BUILDINGS AND PRINCIPALS.—It shall be the duty of the janitors of the several school buildings, during the sessions of the schools, under the general direction of the superintendent of buildings, and in accordance with the regulations herein prescribed, to yield a ready obedience to the requests and directions of the principals of the schools. During vacation they shall be under the direction and control of the superintendent of buildings.

64. SWEEPING, DUSTING AND CLEANING.—They shall keep the school buildings, water closets, basements and outhouses thoroughly clean and free from lead pencil and chalk marks, in which latter particular they shall have the co-operation of all the teachers, as directed by the several principals. They shall sweep the school rooms, cloak rooms, and halls, and thoroughly dust the woodwork and furniture after each sweeping. They shall dust the walls of the school rooms and of the halls as often as once per month; they shall scrub the floors and wash the woodwork, windows and transoms, as often as they may be directed by the principals of their respective buildings; and always before the commencement of the winter and spring terms; they shall keep the school yards clean, and all the walks, both inside and outside the fences belonging to the school grounds, well swept and free from snow, and when covered with ice, said walks and the steps around the building shall be kept well covered with ashes or saw dust, so as to effectually prevent slipping thereon, and in default of this precaution against accident, said janitors shall each be responsible to the Board for any injury caused by this neglect.

65. **HEATING APPARATUS.**—The janitors shall have the exclusive control of the heating apparatus, under the direction of the superintendent of buildings; and they shall be held responsible to the Board for any damage to the same resulting from their carelessness or neglect; they shall report promptly any defect in the steam heating apparatus, furnaces, stoves, and stove pipes, to the superintendent of buildings, who shall have the authority to repair the same without delay; where steam is used the janitor in charge shall promptly turn it off or on at the request of the teacher desiring the change, but in no case shall the teacher or pupil interfere with said apparatus. In school buildings heated by stoves the janitors shall supply coal for said stoves as directed by the teacher; and they shall keep the stoves well blacked.

66. **MISCELLANEOUS.**—They shall give special attention to the ventilation of the school rooms, halls, and basements, under the direction of the principals of the schools and of the superintendent of instruction; they shall fasten loose seats to the floor, glaze windows when necessary, and keep the window curtains in good order; they shall wash all ink wells as often as once per month, if required to do so by the principal of the school; and they shall perform such other duties as may be required of them not inconsistent with the duties herein prescribed.

## EXAMINATION OF TEACHERS.

### RULES OF BOARD OF EXAMINERS.

1. The regular English examinations of the Board shall be held at the Office of Public Schools, 72 Prospect street, commencing on the Friday preceding the last Saturday of every month, at ten o'clock A. M., continuing till five o'clock P. M., and from nine o'clock A. M. on the Saturday following till five P. M. The regular German examinations shall be held at the same office on the second Friday of the months of February, March, July, August, October and December.

2. Candidates who are not present at the appointed hours shall forfeit the right to examination. None who have failed in their examination shall be admitted to a second examination (except by special action of the Board) till after the expiration of six months from the time of the first.

3. All English candidates shall be examined in orthography, definitions, reading, English grammar, composition,



arithmetic, geography, American history, physiology, theory and practice of teaching, music, drawing and penmanship. In addition to these branches, gentlemen shall be examined in general history, physics and algebra. All German candidates shall be examined in reading, orthography, oral and written translation, German and English grammar, German composition and conversation, theory and practice of teaching, and penmanship. For positions in the High schools, candidates shall be examined also in the branches proposed to be taught by them. Teachers of special branches shall be examined in their special branches only.

4. In these examinations, all papers shall be marked on a scale of one hundred. Less than seventy-five in grammar or arithmetic, and less than sixty in any other branch—or less than an average of seventy-five in all—shall be considered a failure and no certificate shall be issued, except in music, drawing and penmanship, in which a candidate may receive a certificate and be conditioned upon a lower standard.

## CHAPTER XIII.

**New Rule for Normal School—Closing of Public Library—German Class at Normal School—Dedication of New High School Building—High School Course of Study is Revised—Semi-Annual Promotions—New Grammar Schools—Poor School Accommodations.**

The most important action taken by the Board of Education with reference to the Normal school during the school year ending in 1877, was the adoption of the principle "that inasmuch as the existence of the Normal school is justifiable only on the ground that it educates and trains teachers for our schools, it cannot be made a place for the general education of those who have no natural aptitude for teaching." This principle was stated in the following passage taken from a report adopted by the Board of Education.

"Your committee on judiciary beg to present the statement of the principal of the Normal school, made to the committee on said school and referred to this committee, as the correct statement of the purposes and proper limitations of the Normal school, and, in accordance with these, would respectfully submit the following for adoption by the Board:

" 'Academic instruction is, in no proper sense, an object of the Normal school, and is only properly a part of the work of the school in so far as necessary to correct instruction in methods of teaching the several branches. The school exists for the purpose of training those who are to be teachers.'

### RULE.

"When, at any time, the principal of the Normal school shall have become convinced that any in the school are not likely to make successful teachers, it shall be his duty to recommend them to withdraw from said school, and, should such recommendation be disregarded, he shall notify the

superintendent, giving in full the reasons leading to his judgment, and the superintendent may assign such pupils to such other schools as their scholarship may fit them to enter."

The rule thus adopted by the Board of Education was followed for over 20 years, and many prospective teachers who were thought to be unqualified for teaching, left the school during these years, at the suggestion of the Normal school teachers and the superintendent of instruction. No one questioned the right of the Board of Education to enforce such a rule, until Miss Minnie Brown, in 1899, denied the authority of the superintendent to exclude her from the Normal school, on the ground that she was not likely to make a successful teacher. Miss Brown carried the matter to the courts. The court ordered her reinstated in the school, and declared the rule illegal.

The question arose this year as to whether the expenditure for transporting Newburg pupils to the Central High school was a legal one. Therefore the Board again established a branch High school in Newburg, at about four times the cost of the annual transportation of pupils. In the school year 1878-79, the Newburg branch was again done away with, as the new Central High school building on Willson avenue was much more accessible to Newburg students than the old High school building on Euclid avenue had been.

The library was closed from the first of July until the 10th of September, 1877, owing to a shortage of library funds. Heretofore the money raised for library purposes had been entirely expended for books and binding. The operating expenses of the library were paid by the Board of Education out of school funds. The city solicitor decided that the use of school funds for the purpose of operating the library was illegal, consequently the library had to be closed. When the library was reopened on September 10, only the librarian and two assistants were employed, instead of 14, as heretofore. The total number of volumes in the library was 25,117. Books were drawn 254 days during the year. The

total number drawn was 189,197, being a daily average of 744. The number of membership tickets out was 10,952, representing 27,380 readers. The attendance during the year upon the reference department was 16,764.

There were 173 classes in the German department of the schools as follows: Ninety-five Primary, 66 Grammar, 11 High school, and one Normal. The addition of a German class to the Normal school was, of course, for the instruction of prospective teachers for the German department. The monthly average of pupils in the German department was 5,959, of whom 4,297 were children of German speaking parents, and 1,662 children of English speaking parents.

The Board of Education readjusted the salaries of the school teachers during the year. There was no change in the salaries of those who received \$650 or less. The salaries of those teachers who received more than \$650 a year, with a few exceptions, were cut 10 per cent. The only reason for the reduction of salaries was the hard times which prevailed at that time. The number of teachers employed was 356, of which 28 were men and 328 women.

The number of youth in the city between the ages of five and 21 was 49,014. The number of pupils enrolled was 21,659. The average daily attendance was 15,044. The receipts for the year were \$583,703.69. The expenditures were \$397,780.89, leaving a balance of \$185,922.80. The receipts on account of the library fund were \$13,283.46. The expenditures were \$11,560.38, leaving a balance of \$1,723.08.

The new Central High school building located on Willson avenue, was completed during the school year 1877-78, and was dedicated with appropriate exercises, held in the Assembly room on the third floor of the new building. On the platform were the members of the Board of Education, and the speakers of the day. President D. B. Smith, of the Board of Education, Superintendent Rickoff, Professor Williams, principal of the High school, the Rev. J. W. Brown, President Peter Zucker, of the High School Alumni Association, Hon. Amos Townsend, W. H. Price and

Attorney L. A. Russell addressed the people present. A hymn, written by Mrs. Rickoff, wife of Superintendent Rickoff, was read by the Rev. Dr. Brown. After the exercises closed, the building was kept open until 7 P. M. for public inspection.

The new building was erected in accordance with a general plan, submitted by the superintendent of instruction at the request of the joint committee on High schools and buildings. The style of architecture in detail is of the South German Gothic of the thirteenth and fourteenth centuries. The building was built of sand stone. The contract price of the building was \$73,810.26. There were 25 rooms in the building, including 14 session rooms. The entire front part of the third story is devoted to a general Assembly room, of sufficient capacity to seat 1,000 persons. The plans were drawn by Captain Levi T. Scofield, after plans had been submitted by six different architects. The contract for the construction of the building was let on April 2, 1877. Upon the completion of the new building, the Central and East High schools were consolidated, and the East High school building was thereafter used as a Grammar school building.

A contract was let during the year for a fine new building on Walton avenue. The building was erected after a plan of Superintendent Rickoff, and designed by Levi T. Scofield, architect. The building was built of brick and stone, at a total cost of \$34,761.32. It contained 18 class rooms.

Superintendent Rickoff and his assistants revised the course of study during the year. Concerning the High school course, after it had been revised, Superintendent Rickoff, in his annual report says:

"The classical course of the High schools remains as it was, little opportunity for change being afforded by the requisitions for admission to the colleges, Harvard being taken as the standard. The English course previously of three years was extended, the additions to the course being mainly in the extension of the study of history and in the requirements of a more thorough study and practice in the use of the English language. By this change the English

course will become, in culture and discipline, more nearly equal to the other courses of the school. The defect of the exclusively English course has been felt for a long time. Those who had taken it were so far from being peers in scholarship with those who had pursued any other course that the inequality had become too manifest to be ignored.

"The Latin-English and the German-English courses were changed but little save in one particular. Under the head of natural history and science it has been the custom to take up a study for a term or two, according to the program, and then to lay it aside for another. To the most of these studies but a single term was given. This was the case with all of them except physics and chemistry. The result was that, time not being allowed for reflection and appropriation, these branches were wholly discharged from the mind in a very brief period after the final examination was safely passed. \* \* \* With a view, therefore, that those studies which are put on the program for the sake of information rather than education, about which everybody should know at least something, but which at best can receive little attention,—in order that these subjects may recur to the thought not less often but at greater intervals of time and that, in the meanwhile, time and circumstance may afford occasion for reflection and conversation in regard to the topics which excite most interest and to give opportunity for the presentation of subjects in their natural order and relation, it was determined that the several branches in this line of study should not be taken up one by one consecutively and each in time dismissed as complete; but that from one to two hours a week should be devoted to each branch for a year or more, two or three branches being pursued in this way at the same time. Physics and chemistry, the mathematics and the languages are still pursued continuously from the time they are taken up till the course prescribed for each is finished, requiring not less than a year's study in any case."

"By the extension of the mathematics to analytical geometry and mechanics another step was taken towards the establishment of a technical course such as is necessary

to prepare young men for the various pursuits and offices which pertain to architecture, bridge-building, railroad construction, ship-building, mechanics, manufactures, etc. \* \* \* It is to be hoped that the course thus provided will grow into a technical school which will prepare young men for at least intelligent and advantageous apprenticeship in the workshops and in the offices of civil and mechanical engineers. \* \* \* Finally, it is to be hoped that through the teaching of those sciences which underlie the industrial pursuits the schools may induce a fair proportion of educated young men to look for fame and fortune in the mechanic arts rather than in the overcrowded professions."

Further discussing the new course, Superintendent Rickoff in his report for the school year 1879-80, says:

"The English course has been made very much more thorough than before in the department of English language and literature. Under the head of English it is proposed to require a thorough study of Angus's 'Handbook of the English Tongue.' The studies of the Grammar schools are continued in the study of the English grammar and arithmetic, one lesson each per week for two years.

"The study of history has been greatly extended, English and European history having been added to general history, which was formerly studied only one term of sixteen weeks.

"Mental science and zoology have been stricken from the list of studies.

"Instruction in physical geography is to be given in a series of lectures and in connection with the study of geology.

"A more thorough course of mathematics is provided for those who desire it. Formerly it included only algebra and geometry; now it may be carried on through analytical trigonometry and the elements of mechanics.

"Botany has been made optional for boys and book-keeping for girls. Previously they had been required of all alike."

The Grammar and Primary courses of study were changed during the year so as to provide for semi-annual

instead of annual examinations and promotions. Cleveland was one of the last of the Western cities to make this change. It was hoped that by 1880, the new scheme of promotion could be so wrought into the school system, that classes could be advanced on the first of February and the last of June.

During the year, the tax levy was reduced from 4.5 mills to 4.2 mills, owing to the prevailing hard times. The winter of 1877, the legislature reduced the maximum tax levy for school purposes in Cleveland, from seven to four and one-quarter mills.

The same winter the legislature made a law authorizing the Board of Education to elect seven men to take charge of the public library. The law provided that the Board of Education should regulate the number of library assistants and their salaries, and pay all bills of the library when properly vouched for by that committee. The following men were elected by the Board of Education to serve for two years as members of the Library Board: Hon. S. J. Andrews, Rev. J. W. Brown, W. F. Hinman, Dr. William Meyer, John Hay, W. J. Starkweather, Dr. H. McQuiston. The Library Board elected S. J. Andrews president. The number of volumes circulated during the year was 105,339. There were 25,467 volumes in the library. The library was opened 269 days, and the average number of books drawn per day was 354. A new system of issuing books was adopted at the commencement of the year, which involved the necessity of re-registering all the names of drawers, and the issuing of new tickets. Six thousand tickets were issued during the year. The receipts on account of the library fund were \$12,011.40, and the expenditures were \$7,833.39, leaving a balance on hand of \$4,178.01.

The teaching force of the German department consisted of 51 teachers, of whom 31 were class teachers, 19 special teachers, and one supervising principal. The number of pupils studying German during the year was 6,356, of whom 4,562 were children of German speaking parents, and 1,794 children of English speaking parents.



The number of teachers employed during the year in the schools was 371, of whom 31 were men and 340 were women. The number of youth between the ages of five and 21 was 49,118. The number of pupils enrolled was 22,104. The average daily attendance was 15,713.9.

The following statement shows the condition of the school finances at the close of the year :

At the close of the last fiscal year there remained in the treasury of the Board a balance.....	\$186,844 76
The receipts for the year were :	
From tax levy, local and state, half year.....	\$233,986 56
From all other sources.....	5,615 81
Total cash, including balance on hand August 31, 1877.....	\$426,447 13
There has been expended on account of salaries.....	\$275,701 21
On account of land, buildings, and other permanent improvements.....	80,969 42
All other expenditures.....	45,604 99
Total disbursements.....	\$402,275 62
Balance on hand.....	\$24,171 51

The receipts contain but 60 per cent of the whole sum realized from the tax levy for the year, as the second installment was not received until after the close of the school year. Had it been included in the statement, as was customary, the balance on hand at the close of the year would have been \$153,721.37.

At the close of the school year of 1878-79, the number of the highest Grammar schools in the city was 11, being the same number the city had 11 years before, when Superintendent Rickoff and the Board of Education decided upon a policy of reducing the number of Grammar schools. In 1868, the number of Grammar schools was reduced from 11 to seven, and the year after, from seven to four. These four Grammar schools were located in Rockwell, Brownell, Sterling, and Kentucky street buildings. When the East Cleveland schools came in the city, in 1873, the number of Grammar schools was increased to five. The new Grammar school was located in the school house on Bolton avenue, then

known as the East Central building. In 1874, the number of A Grammar pupils in the Rockwell school had so greatly increased, that a division of the class became necessary. The pupils of that grade from the St. Clair district were allowed to remain in their own school. Thus the number of highest grade Grammar schools was increased to six. The annexation of Newburg, in 1876, increased the number to seven, and when the Outhwaite building was completed in 1876, another A Grammar class was established in that building. Concerning the further increase of these A Grammar classes, Superintendent Rickoff, in his annual report of 1879, says:

"Up to this time the policy of the Board inaugurated in 1868-9 had been rigorously carried out. The highest grades now numbered variously from forty to a hundred pupils in average daily attendance, the classes in what had been the territory of East Cleveland and Newburgh being the smallest. But it was natural that the people of other districts who had been put to great inconvenience by sending their older children to distant schools should ask that they might be accommodated nearer home as soon as the number of pupils of the highest class would permit. Accordingly, in 1877, an A Grammar class was established on University Heights, now called South Side. The higher class pupils of this district had previously attended the Rockwell school. Then Case school followed in 1878, and lastly Mayflower, in 1879."

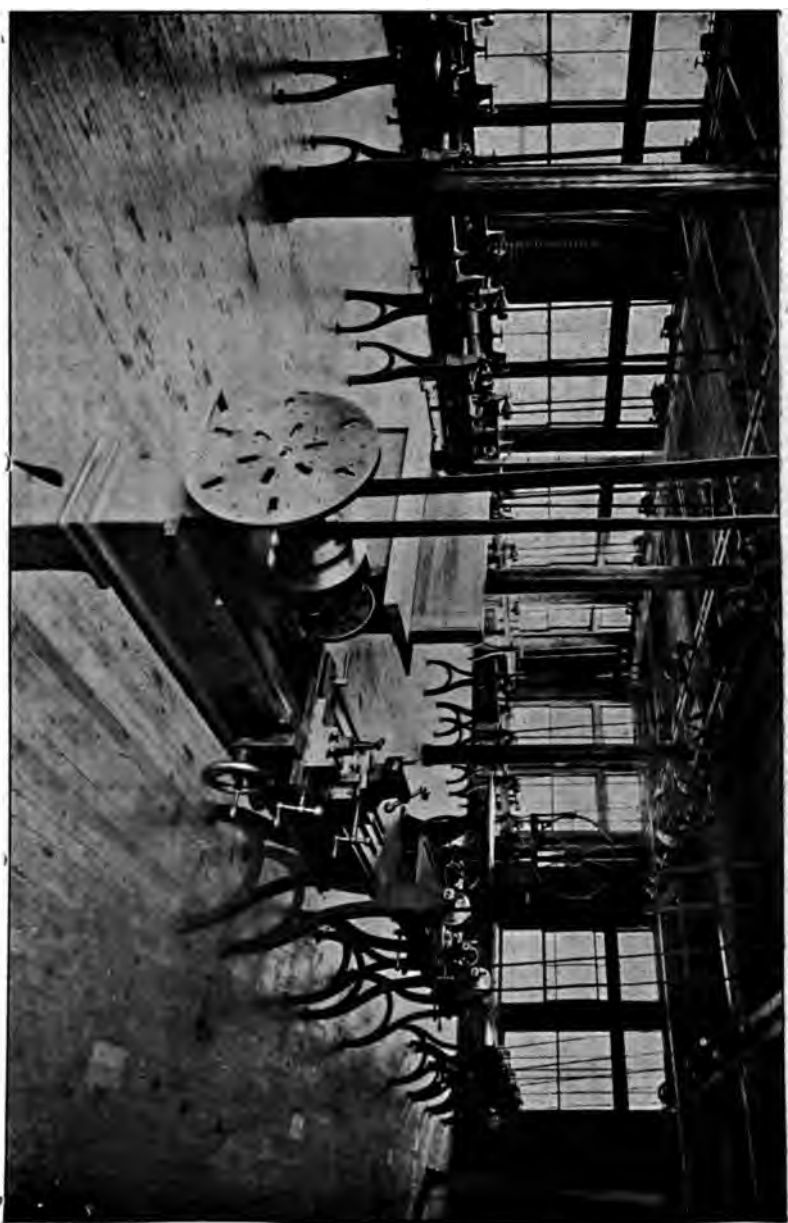
Previous to the transfer of the Central and East High schools into the new Willson avenue building, these schools had been seated in common assembly rooms, from whence they repaired to recitation or lecture rooms at times fixed for the school program. When the two schools moved into the Central High school, they were housed in 14 session rooms, accommodating from 50 to 60 pupils each. The students recited some of their studies in these session rooms, and repaired to other rooms for other recitations. The advantages of a closer supervision of the pupils were thus secured.

Concerning the workings of the new plan for semi-annual examinations and promotions, Superintendent Rickoff, in his annual report of the year 1878-79, says: "When the plan of semi-annual examinations for promotion was first determined upon, about the time of the opening of the schools in 1877, it was decided that they should not affect the A class then in the Grammar school, but a section of the B, and of each lower class was permitted to step forward that they might do the work of the year in as much less time as they might be able or as might seem advisable. Accordingly, in the spring of 1878, about the first of May, it was found that the higher divisions of these classes were ready for examination, and the greater number of them were advanced to the next grade. The A class remained in the Grammar schools till the annual examination in June, when it was promoted to the High schools, leaving behind it two divisions of A. The higher division still moving on with quickened pace, were ready for the required examination in March, 1879, and those of them who passed went up to the High schools, the first semi-annual division. Next year, 1880, the semi-annual examination will take its proper place in the middle of the school year, the last week in January or the first of February."

The large increase in the number of High school scholars made necessary the employment of an additional teacher for the West High school and two additional teachers for the Central High school.

The old building on Euclid avenue, vacated by the Central High school, was fitted up for the use of the library and the Board of Education headquarters under the direction of the following committee of the Board of Education: Willard, Dewar and Akers. These rooms were first occupied April 14, 1879. A new building in the Eighteenth ward was contracted for. It was built on the same plan as the new Walton avenue building in the Twelfth ward.

The number of books in the library at the close of the year was 26,490. The number of books circulated was 108,175, a daily average of 422 volumes. The whole number



WOOD TURNING ROOM — CENTRAL MANUAL TRAINING SCHOOL.



of library tickets out at the end of the year was 8,454. In the reference department were 3,775 volumes. The number of visitors to this department during the year of 256 days, was 10,469, or an average of 41 per day. Two new catalogues were made: one of titles, and one of authors. The expenditures on account of the library fund were \$10,771.80. The library fund was transferred to the Library Board on May 1, 1879. At the close of the year August 31, 1879, there was a balance in the fund of \$1,388.21.

There were 214 classes in German in the schools during the year. Sixty-two of these were placed alternately morning and afternoon under the German and English teachers. There were 54 German teachers employed. The monthly average of pupils taking German was 6,919, of whom 4,868 were children of German parents, and 2,051 were children of English speaking parents.

The total number of teachers employed in the schools was 387, of whom 31 were men, and 356 were women. The number of youth in the city between the ages of six and 21 was 46,239. The number of pupils enrolled was 22,741. The average daily attendance was 15,694. The total receipts for the year were \$397,579.24, including the balance on hand August 31, 1878, of \$24,171.51. The total expenditures were \$381,864.96, leaving a balance on hand of \$15,714.28.

During the summer of 1880, the Board of Education made an important change in the rule, in regard to the qualifications for admission to the Normal school, and the graduation therefrom. When the school was started in 1874, the qualifications of admission were a certificate of graduation from the High school, or a county certificate and one year's experience in teaching, or a city teacher's certificate. The next year, the city certificate without experience was not sufficient to enter the school, and the following year, only graduation from the High school, or an equivalent academical course was sufficient. On August 16, 1880, the Board of Education again changed the qualifications for entering the school, by revising Rule 71 so as to make it read as follows:

"RULE 71. ADMISSION TO NORMAL SCHOOL.—No person shall be admitted to the Normal school who does not hold a diploma of the High school of the city of Cleveland, or some other academic institution of equal grade.

"Any one seeking admission on the certificate or diploma of any other school than the High schools of this city, shall be required to pass an examination in the studies of said schools, or in branches equivalent thereto, which examination shall be conducted by teachers of the High schools, who may be appointed for the purpose by the superintendent of instruction.

"The pupils of the first, or A class, of the Normal school, being frequently called upon to act as substitutes for the regularly employed teachers of the Grammar and Primary schools, it is hereby ordered that all candidates for admission or promotion to said class shall be required to hold a teacher's certificate from the city Board of Examiners.

"If the principal and training teachers of the Normal school shall at any time become satisfied of the inefficiency or incompetency or any scholar, it shall be the duty of the principal to inform her of such fact, and to advise her to withdraw from the school; and any one thus advised shall not be recommended to the Board for graduation. The requirements for graduation shall hereafter be a good record in the school itself for study and deportment, and a fair degree of success in the training department.

"The graduates of the Normal school shall not have preference over others in appointments to schools."

Two additional Grammar schools were opened in the school year of 1879-80, making 13 of the highest Grammar grades in the city. In his report for the year, Superintendent Rickoff called attention to the fact that these A Grammar grades were increasing too rapidly and urged that the number be reduced. Many of these A Grammar classes were very small, and consequently the cost of maintaining them was very large in proportion to the number of scholars instructed.

The total number of pupils studying German was 7,780, of whom 5,215 were from German families, and 2,565 from

English families. On February 22, 1880, Louis R. Klemm, who had been supervisor of the German department, almost from the time of its first establishment, resigned his position, and three weeks thereafter Mr. A. J. Esch was appointed to fill the vacancy.

In the 10 years which closed in 1880, the High schools had made a remarkable growth. In 1870, the average daily attendance in the two High schools was as follows: Central High, 154; West High, 56, making a total of 210. In 1880, the average daily attendance was: Central High, 645; West High, 168, total 813. The number of youth of school age had grown during the 10 years from 29,517 to 46,239. The attendance upon the High school had thus increased 266 per cent, while the school going population had increased only 57 per cent. The attendance upon both the Grammar and Primary schools had also increased very much more rapidly than the school going population had increased.

The close of the school year 1879-80 found the school buildings in a very crowded condition. Owing to the decreased tax levy for the preceding two years, the finances of the Board were at low ebb, and barely sufficed to operate the schools. While the receipts of the Board had been reduced, the daily attendance in the schools had been increased over 1,200 for the year ending August 31, 1880. To meet this demand, 28 additional rooms, and the necessary furnaces and heating apparatus had to be provided for. No permanent buildings were erected, however, on account of the lack of funds. The relief buildings erected were very unsatisfactory. The foundations were only a foot or two below the surface of the ground, and in consequence, the floors were cold. They were heated by stoves. The number of these relief buildings and their locations, as given in President D. B. Smith's report for the year 1880, was as follows:

"On the Case school lot there is one relief, such as has been described, and two schools are accommodated in rented rooms near by. At Brownell, six schools occupy reliefs on the school lot, and two rooms are occupied in a neighboring church. In the Sterling school district there are seven



schools in reliefs, and one in a rented room. On the Outhwaite school lot there are six schools in reliefs, four in a wooden structure of more permanent character, and two in rooms rented of the Protestant orphan asylum at the corner of Willson and Woodland avenues. At Warren, besides the last frame building which accommodates eight schools, there are eight more reliefs, and yet there are two more schools in rooms which are rented in neighboring buildings. On the Tremont lot there are six schools in reliefs, and the new addition to the main building, which is now making, will not enable us to abandon any of them. At Orchard we have six schools in reliefs, and finally the schools in the Fifteenth ward are widely scattered, in two old frame buildings of two school rooms each, in reliefs, and in rented rooms utterly unfit for the use to which they are applied."

The number of volumes in the library at the close of the year was 29,155. There were circulated during the year 130,443 volumes, a daily average for the 280 days the library was open, of 466 volumes. The reading room was opened to the public on January 2, 1880. In this room, 58 papers and periodicals were kept on file. A card catalogue was added to the library during the year. The receipts on account of the library fund were \$19,005.46, and the expenditures were \$13,812.45, leaving a balance in the fund of \$5,193.01.

The number of youth in the city between the ages of six and 21, was 49,256. The number of teachers employed was 415, of whom 34 were men and 381 were women. The number of pupils enrolled was 24,262. The average daily attendance was 16,866. The receipts of the year were \$390,452.63, divided as follows: Balance on hand from preceding year, \$15,714.28; receipts from taxes and miscellaneous, \$374,738.35. The expenditures were \$386,638.23, leaving a balance of \$3,814.40.

The large school building at the corner of Broadway and Worley street, in the Eighteenth ward, work on which was started in 1879, was completed in August, 1881. There were 18 class rooms in the building, each being 28 feet by 34 feet, besides numerous recitation rooms. The total cost of the

building, including furniture, was \$66,241.92. Other small relief buildings completed during the year, were as follows: A three room brick addition to the Tremont school, at a cost of \$8,126.57; two frame wings of three rooms each, added to the Warren school, at a total cost of \$7,134.75; at the Rockwell school, a four room brick relief building at a cost of \$4,848.87; at Hicks, an addition of brick at a cost of \$5,001.01. Despite the erection of these buildings, nearly all the school buildings were crowded at the close of the school year. What the several wards needed in the way of new buildings is thus set forth in President J. D. Jones' annual report for the year ending August 31, 1881:

"The Fifteenth ward is rapidly increasing in population and its wants cannot be much longer postponed. In April the old Board directed the president and clerk to enter into contract with several parties for the construction of an eighteen room building in this ward; but through some misunderstanding not here necessary to mention, the work is not progressing.

"In the Fourteenth ward the school buildings are overflowing and it is impossible to rent suitable rooms for school purposes. One school is kept in a private house and three over saloons. It will very soon be necessary to select a new site. A lot south of Warren in the direction of the South school, in the neighborhood of the old Fair Grounds, would, probably, be the proper place for the accommodation of this growing ward. Formerly a brick school house stood here when the ward was a part of Newburgh township. But after its annexation to the city, the short-sighted policy of being in haste to sell public property not immediately needed, prevailed, and thus a valuable school site was lost to the public schools.

"In the Seventeenth ward, in the neighborhood of Dunham school, there is great need of more room. The population, which already is large, is rapidly increasing. A building of four or eight rooms here would relieve Case and accommodate the ward for some years to come.

"In the Sixteenth ward, a large building near the intersection of Willson avenue and Garden street, would relieve Outhwaite and Sterling and meet the demands of a section of the city growing rapidly in population.

"The Brownell school also needs relief and must have it very soon.

"The West High school very much needs better accommodation. It has been proposed to purchase additional land adjoining the present High school property, and there construct additional buildings. Another proposition is to remove the location of the school further from the business portion of the city. Whatever is done, there is urgent need of some action in the matter.

"It is also necessary that relief be afforded Hicks, Tremont, Walton, Kentucky and Orchard schools.

"A relief building should be placed in the Eighth ward near the corner of Pearl and Washington streets.

"The Gordon school is in such a place that it does not and cannot properly relieve the Orchard or the Detroit school. In order to do this, it is necessary to secure a new site, probably, on Waverly street between Lorain and Bridge streets."

The Board could do little in the way of providing the additional necessary accommodations, owing to the fact that it had levied the maximum amount of tax allowed by law. In 1878, the legislature had reduced the amount of tax which Cleveland might levy for school purposes from seven mills to four and one-quarter mills. The amount had subsequently been raised to four and one-half mills. The latter figure was the amount of the levy for the year 1881. The Board had the power to issue bonds for school purposes, but disliked to use it.

The following table, prepared by Superintendent Rickoff, shows that at the close of the year 1881, nearly all the children of the city were receiving a common school education:

Whole number enumerated from 5 to 20 inclusive....	56,878
"        "        under 6.....	4,466
"        "        from 14 to 20.....	20,511
	<hr/>
Number under 6 and over 13.....	24,977
	<hr/>
Number between 6 and 13 inclusive.....	31,901
Number enumerated as in school.....	33,517
Deduct number over 13 in public schools last year...	2,694
	<hr/>
	30,823
	<hr/>
Number not attending any school.....	1,078

The number of volumes in the library on August 31, 1881, was 33,019. The purchases for the year amounted to 3,825 volumes, at a cost of \$6,166.60. The library was kept open 306 days, and the number of books drawn was 134,568, or a daily average of 440 volumes. The receipts on account of this fund were \$23,294.68. The expenditures were \$17,928.16, leaving a balance in the fund of \$5,366.52.

The monthly average number of pupils studying German was 8,240, of whom 5,250 were children of German parentage, and 2,990 children of English parentage. There were 240 German classes, 124 being Primary, 99 Grammar, and 17 High school classes. The number of German teachers employed was 67.8.

The total number of youth in the city between six and 21 was 52,401. The number of teachers employed was 448, of whom 30 were men and 418 women. The number of pupils enrolled was 24,836, and an average daily attendance was 17,016. The receipts from taxes and miscellaneous during the year were \$395,216.10, together with the balance on hand August 31, 1880, made the total receipts \$399,030.50. The total expenditures were \$420,219.29, leaving a deficit of \$21,188.79 at the close of the school year.

There were 263 classes in German during the year 1881-82, of which 144 were Primary, 102 Grammar, and 17 High school classes. In this department, there were employed 72 teachers. The monthly average number of pupils studying

German was 8,829, of whom 5,763 were children of German speaking parents, and 3,066 were children of English speaking parents.

The number of volumes in the library was 36,563. The number of books circulated during the year was 125,722, a decrease in the circulation over the preceding year of 9,846, the library being open only 286 days. The receipts on account of this fund were \$25,891.08, and the expenditures were \$21,318.73, leaving a balance on hand at the close of the year of \$4,572.35.

The number of pupils enrolled in the High schools was 1,005. The number of those remaining at the end of the year was 823. The number of youth in the city according to the school enumeration between the ages of six and 21 was 58,926. The total number of teachers employed in the schools was 472, of whom 29 were men and 443 were women. The number of pupils enrolled in the schools was 26,990, and the average daily attendance was 18,696. The receipts on account of the school fund were \$458,858.70, and the expenditures were \$462,768.65. The deficit was \$3,909.95.

At the close of the school year 1881-82, Superintendent Andrew J. Rickoff retired from the Cleveland public schools.

## CHAPTER XIV.

**B. A. Hinsdale Succeeds Mr. Rickoff—A Serious Problem—President Schneider's Recommendation—Normal School is Reorganized—Hinsdale Abolishes Examinations—Defense of German Department—Investigation of High School Question—Evening Schools—Corporal Punishment is Abolished—High School System is Modified—Number of Primary and Grammar Grades—Hinsdale Retires.**

The Board of Education selected B. A. Hinsdale as Mr. Rickoff's successor as superintendent of the Cleveland public schools. Mr. Hinsdale was well known in educational circles as President of Hiram College, and as a writer upon educational and historical subjects. During the four years he served as superintendent he made no radical changes in the schools. He endeavored to better the schools by bettering the class of teachers, and the instruction they gave. Mr. Hinsdale's idea of his mission in Cleveland, and of the work he expected to accomplish here, is told in the following selection from his first annual report:

"The end of a school is the education of the pupil—his growth in knowledge, in mental power, and in character. As promotive of this end, a school or system of schools may be looked at from two standpoints—one external and one internal. On the outside we see buildings, apparatus, books, a course of graduated studies, a scheme of classification, and an organization of teachers; on the inside we see the intellectual and moral qualities of the teacher. It is evident that there is a reciprocal action and influence between these two classes of forces: buildings, books, and courses of study will affect the teacher; the teacher, in turn, will affect them. It is also evident that the external or material forces are much more fully under the control of legal authorities than the internal or spiritual forces. A Board of Education, by motion

and vote, can directly determine questions pertaining to buildings, books, and studies, but only indirectly can it determine what the abilities and characters of teachers shall be. It can say at once that a school house shall be built according to certain plans, or that a study shall be added to or dropped from the course; but it cannot say that such and such shall be the character of the teacher, or that the average mental level of the teachers shall be raised. No doubt the influence of the board in these points is very great in the long run; but it is exerted in roundabout ways, and is fully felt only after the lapse of time. The general tenor of a board's treatment of teachers—the salaries given them, the respect and confidence accorded, etc., are much more effective in determining the general character of the body than resolutions fixing mental and moral standards could be. Again, it is evident that the practical limit of improvement is reached much sooner in material than in spiritual elements. While progress beyond a given point practically ceases in the one case, there is no reason why it should not go on indefinitely in the other. What I mean to say is that, when a school, or a system of schools, has been brought up to a given level, we must look for further improvement in the work of the teachers, rather than in the work of builders and system-makers. From this point of view, we will look for a moment at the public schools of Cleveland.

"I shall not take space to consider the outer organism of these schools—buildings, courses of study, and the general organization. No doubt there is here room for considerable improvement. All will admit that the buildings, as a whole, might be better; and some will contend earnestly for changes of studies, or for changes in the operating machinery. Passing these points by, I shall indicate the character of the principal improvement that may fairly be hoped for in years to come. In fact, I have indicated it already, for it lies in the teacher's own peculiar field. It will come as the result of the elevation of the standard of ability and character, and therefore of instruction and discipline. It will come as the result of teachers putting more knowledge,

more thought, and more personality into their work; and that they may put more of these qualities into their work, they must have more of them in themselves. You will never have in the school what you have not first in the teacher. I do not mean to reflect upon the teaching corps of the city, but rather to bear strong testimony to its worth. However, it is no reflection to say that there is room for progress in the particulars named. If I were called upon to state my views more definitely, I should say that the instruction needs to be made more practical, more thorough and fruitful—in a word it should be made more like real education. In this respect the schools of Cleveland are like the schools of the best educated portions of the country generally; improvement, for the most part, must come through teachers and the teaching."

When the school year of 1882-83 opened, the Board of Education was confronted with a very serious problem. The school buildings were crowded, and hundreds of school children were without school accommodations. On the 16th of October, 1882, the superintendent of instruction submitted an interesting report to the Board of Education on the subject of school houses. According to the report, there were on that date attending schools in main school buildings, having a total capacity of 18,740, 16,585 children; in the reliefs belonging to the Board having a capacity of 4,428, 4,001 children; in rented reliefs, having a capacity of 1,556, 1,668 children. Some of the main buildings, as Clark and Gordon, were really reliefs, while some of the children credited to main buildings were in basements. Of the 30 schools in rented rooms, 11 were in churches, nine in saloon buildings, two in a refitted stable, five in dwelling houses, two in store rooms, and one in a society hall. The report closed with a statement that 7,585 of the 21,000 children in the Primary and Grammar grades, or more than 33 1-3 per cent were in non-permanent school houses.

The Board of Education decided to at once start the erection of school houses. For this purpose, money in the general fund, not needed for operating the schools, was



dedicated to this purpose. In February, 1883, the legislature authorized a special tax of one mill a year for five years, for building purposes. The Board was then at liberty to erect such buildings as they could pay for out of the taxes received each year, or to build at once, buildings that would, in the aggregate, cost what both the general and special levies would yield, for building purposes, for a period of five years. The Board decided upon the latter course, as the new buildings were urgently needed. Accordingly there were issued \$165,000 worth of three year six per cent bonds. These bonds were sold at 1.567 premium, netting the sum of \$170,855.55. This, with a balance from the general fund of \$75,153.35, made the available cash for building purposes, \$246,039.10. Up to the end of the year, the Board had expended of this sum, on land and building contracts, \$107,165.40, leaving a cash balance, September 1, 1883, of \$138,873.70. Against this, the board owed on the several buildings then in process of erection \$213.023.48.

During the year the Board bought the following land for school purposes:

Addition to West High, corner Bridge and Randall, 38 9-12 feet front by 211 feet deep....	\$ 4,956 84
Addition to Buhrer avenue, 50 feet front by 318 feet deep .....	2,200 00
Dike street lot, 180 feet front by 135 feet deep..	4,500 00
Sibley street lot, 150 feet front by 189 feet deep..	10,000 00
Addition to Marion, 106 feet front by 150 feet deep .....	10,514 24
	<hr/>
	\$32,171 08

Seven new school buildings were also contracted for as follows:

West High, corner Bridge and Randall.....	\$ 68,766 05
Fowler, Fowler street, 14th ward .....	58,223 75
Buhrer, Buhrer avenue, 13th ward .....	28,000 00
Dike, Dike street, 15th ward .....	28,000 00
Dunham, Dunham avenue, 17th ward.....	28,000 00
Marion, Marion street, 6th ward.....	28,000 00
Lincoln, Lincoln avenue, 15th ward.....	28,000 00
	<hr/>
	\$140,000 00

The new West High school building, located at the corner of Bridge and Randall, was a two story brick with stone trimmings. It contained 14 class rooms and an assembly room. The Fowler building contained 16 rooms. The other buildings contained eight rooms. A building was also contracted for to relieve the Hicks street school.

School building went steadily forward until, at the close of the school year 1884-85, in addition to the above buildings, the following buildings had been completed: Clark, Kinsman, Sibley, Stanard, Sumner, and Waverly. These 14 buildings contained 137 rooms, and cost the city over \$645,000. They had a maximum capacity of 8,250 pupils. The superintendent of instruction in a special report to the Board, made October 19, 1885, said:

"These 137 rooms are all occupied except four or five. Moreover, at the Buhrer, Dike, Fowler, Hicks, Lincoln, and Waverly buildings there has already been an overflow. There are at these six buildings today, ten schools in recitation rooms, basements, and outside reliefs. Once more, there are at this time, in the whole city, seventy schools in wooden relief buildings belonging to the Board, ten in basements and recitation rooms, and nine in rented rooms, making a total of eighty-nine schools in what may be called overflow school rooms, containing from 4,000 to 4,500 pupils. Of these eighty-nine schools, three are in dwelling houses, seven in basements to school houses, four over saloons, and two in an abandoned church. It will accordingly be seen that the buildings erected the last three years have taken up the increase of the school attendance and have reduced the attendance at relief buildings of various kinds from 7,000 to 4,000 or 4,500 pupils. There is indeed reason to think that the schools are larger now, on the average, than three years ago. But, on the whole, the school children are considerably better off as respects buildings than they were in 1882.

"All the facts that have been presented point unmistakably to the conclusion that, ere long, the Board will be compelled to construct new buildings, or the school house situation will be quite as bad as it was before. The statis-

tics show conclusively that from twenty-five to thirty school rooms are needed each year to provide for the regular growth of the schools, and that these rooms will cost \$100,000."

During the two school years that the Board had built the 14 school houses, the number of pupils registered had increased from 28,519 to 32,610, a gain of 4,091. In his annual report for the year 1884-85, President Mahler, of the Board of Education, said that there was no escaping the fact that the Board must at once commence to build again, or the school population would soon be as far in advance of the school facilities as it was in 1882.

President J. H. Schneider, of the Board of Education, in his annual report for the year 1882-83, recommended the abolishment of the A and B years of the High schools, together with all the classical studies; and "that the D and C years be a continuation of the Grammar course, thus making a 10 year course of purely English or English-German education, and avoiding that overcrowding and cramming which has in the past been so injurious." It is well for the Cleveland schools that the recommendation was never carried out.

The number of volumes in the library, at the close of the library year 1883, was 39,092. During the year 127,483 books were drawn, an average of 456 volumes a day for the 281 days the library was open. The receipts on account of this fund were \$17,264.03, and the expenditures were \$15,587.64, leaving a balance in the fund of \$1,676.59.

The Normal school was reorganized during the summer vacation of 1882, and the name changed to Training school. "Until the last year," said Superintendent Hinsdale, in his report of 1882-83, "the four schools under the tuition of the practice teachers belonged to the Eagle school. Now two of them have been transferred to the Prospect street building, and all of them are counted parts of the Training school." The expenses of the practice schools were charged to the Training school.

The monthly average number of pupils belonging to the

German department was 9,593. of whom 6,300 were children of German parentage, and 3,293 were children of English parentage. The number of scholars studying German during this year was about half of the total number of children attending the public schools. There were 269 classes in the German department, of which 105 were Grammar, 76 Primary, and 88 exchange classes. In the exchange classes, 90 minutes a day was devoted to German, and the remainder of the scholars' time was given to English. The total number of teachers employed in the German department was 74.4, of whom 47 were exchange teachers, and 27.4 were special teachers. The total enrollment of the High schools for the year was 1,063, of whom 656 were girls and 407 boys. The total number of youth in the city between the ages of six and 21 was 45,075. The number of teachers employed in all the schools was 502. The total number enrolled in the public schools was 28,519, and the average daily attendance was 19,989.2. The total receipts from taxes for the year was \$461,524.78, and the receipts from other sources, including the sale of \$165,000 worth of bonds, brought the total receipts of the year up to \$635,265.64. The disbursements, including the deficit, on September 1, 1882, of \$3,909.95, were \$496,292.94, leaving a balance September 1, 1883, of \$138,972.70.

In June, 1884, the Board of Education elected the superintendent, the supervisors, the principals of the High schools, and the principal of the Training school, for terms of two years, instead of for terms of one year as heretofore. Barney Mahler, president of the Board of Education, in his report for the year 1883-4, urged that next year, those who had been elected the present year for two years, be elected for three years, and that all principals of Grammar or Primary schools be elected for two years. Mr. Mahler also favored the election of the members of the Board of Education for three years, so that one-third of the members would retire from the Board every year.

The Central High school was now nearly filled to its capacity of about 800 scholars. An additional provision was

necessary for the scholars of the Central district. Mr. Mahler urged the Board to authorize the establishment of branch High schools of the D grade in those parts of the city where the greatest demand for them existed. This recommendation was later carried out by the establishment of branches on Prospect street and Broadway.

The system of semi-annual promotions resulted in a great loss of time and energy, by reason of the examinations and the reorganization of the schools in mid-winter. A great deal of time was consumed in examining a large number of classes, in reading the examination papers, in marking them, and in tabulating the results. The results were not always satisfactory. Sometimes, deserving pupils failed to pass, while undeserving pupils succeeded. In order to make promotions depend more upon daily work than upon examinations, Superintendent Hinsdale, on March 1, 1884, issued the following order to Principals Campbell and Johnston of the High schools:

"For the remainder of the current year, and hereafter until otherwise directed, the High School teachers will 'test' the pupils of their several classes at three different times,—at the beginning of the sixth, of the eleventh, and of the sixteenth weeks of the term, or as near these times as practicable. These tests will cover the work done the preceding five weeks, and will be given in the time allotted to the usual recitations. The questions will be put on the board, and all answers will be in writing. At the close of the term examinations will be given as heretofore. All papers, written both at tests and at examinations, will be marked on the scale of 100, and at the close of the term the results will be averaged. The pupil will then stand or fall by his average. You will please to give these tests as close personal attention as possible; questions, marks, etc."

The result was very satisfactory. Pupils, knowing that promotion depended more upon their daily work than upon the result of a series of examinations, studied with greater zeal. Superintendent Hinsdale extended the plan still further, by issuing the following order on December 9, 1884:

"The approaching High school promotions will be made according to the method used in June last, so far as all 'final' studies are concerned. Promotions in 'non-final' studies will be made as follows:

"The teachers of the several classes, near the close of the term, will make up lists of all those pupils who are able, in their judgment, to go on with the work, said teachers taking care to exclude the names of all doubtful pupils from said lists. These lists they will hand to the principals, signed and dated, at such time as they shall be called for. The pupils thus named will be promoted without formal examinations. Members of these classes who are not thus recommended may be examined if they choose, and if they pass on their marks shall be promoted also. Provided, that if there is reason, in your judgment, for examining all the pupils in certain non-final classes, they shall be so examined. The former 'tests' will be continued."

All promotions for January, 1885, were made in accordance with the above orders. How satisfactory the new plan worked is told by Superintendent Hinsdale in the following words:

"These results may be claimed as flowing from the adoption of the new method: (1) More fairness in promotions is secured; (2) More study is obtained; (3) Much worry of pupils and teachers at examination time is avoided; (4) The time and labor incident to making the promotions have been reduced nearly one-half. \* \* \* \* In justice to Principals Campbell and Johnston, I should say that their experience and ability have been of great value in making these new adjustments."

The number of volumes in the library August 31, 1884, was 43,153. There were circulated 148,007 volumes, an average of 485 volumes a day for the 308 days the circulating department was kept open. The receipts on account of this fund were \$22,116.83, and the expenditures were \$18,652.32, leaving a balance in the fund of \$3,464.51.

The number of classes in the German department for the year 1883-84 was 278, of which 182 were special, and 96

were exchange classes. The number of teachers was 80.2, 51 of which were exchange, and 29.2 special teachers. The fraction occurs because in some buildings a special teacher was employed only part of the day. The whole number of pupils attending was 10,379, of whom 6,659 were children of German speaking parents, and 3,720 were children of English speaking parents.

The number of pupils enrolled in the High schools was 1,122, of whom 709 were girls and 413 boys.

The number of youth in the city, according to the enumeration, between the ages of six and 21 was 58,112. The number of pupils registered in the schools was 30,708, and the average daily attendance was 21,591. The total number of teachers employed was 522, of which 28 were men and 494 women. The receipts from taxes and miscellaneous were \$534,914.25, of which \$531,441.15 was from taxes. The receipts, together with the balance on hand, September 1, 1883, of \$138,972.20, made a total of \$673,886.45. The total disbursements were \$682,339.15, leaving a deficit for the year of \$8,452.70.

During the school year of 1884-85, the Board of Education placed itself on record in favor of free text books. The Board ordered free supplies but not free books for that year. Before the plan could be gotten into working order, however, the common pleas court enjoined their distribution, thus tying the hands of the Board.

There were few changes in the schools during the year. In the German department there were 327 classes, of which 219 were special classes, and 108 exchange classes. The number of pupils studying German was 11,927, of whom 7,416 were of German speaking parents, and 4,511 of English speaking parents. There had been considerable complaint that the German department was too costly, and that the pupils studying German made no progress, and that as a matter of fact the study of German retarded scholars in their study of English. Concerning these charges, Supervisor Esch, of the German department, in his report for the year 1884-85, says:

"The German department, in justice, should be charged only with the additional expense caused by the employment of special teachers, which is reduced to a minimum, for the reason that the number of special teachers is small. The cost of the exchange teachers should not be charged to the German department, because in case of discharging these teachers today just as many English teachers would be needed to fill their places. The per capita cost in the Primary and Grammar grades, including supervision, in 1874, amounted to \$2.44; for the year 1884-85 it amounts to \$2.07. Certainly a small amount for a year's instruction.

"Now with regard to the assertion that the study of German retards the pupils in their English studies, a few statistics gathered from reports made by the English teachers will be more convincing than any other argument. They show that there is a larger per cent of failures of those studying only English than of those pupils studying English and German conjointly. This not only is found with pupils of German speaking parents, but even more so with pupils of English speaking parents. The classification of all these classes is identically the same; the same conditions of promotion are required of all; the questions asked at the examinations for promotion are precisely the same. What is the result? Are the pupils not studying German younger, or do they pass more creditable examinations? Not at all. Figures taken from this year's promotion sheets, will show that a larger percentage of pupils studying German was recommended for promotion than of those pursuing the English course exclusively. Another proof of the same thing is found in statistical tables carefully kept for over 15 years in the schools of Cincinnati, which show that the German pupils come to the grade pursuing the studies of the sixth year nearly a year younger than the children of the purely English schools."

William H. Brett was the Librarian of the public library during the year ending August 31, 1885, having assumed that position on September 1, 1884. There were 45,905 volumes in the library. The whole number of books issued



was 198,203. The number of membership cards out was 22,266. The receipts on account of this fund were \$22,055.12. The expenditures were \$19,056.88, leaving a balance in the fund, September 1, 1885, of \$2,998.24.

During the month of October, 1885, Superintendent Hinsdale caused an investigation to be made of the so-called High school question. It was said that the High school existed for the sake of the rich, while the poor supported it. The investigation showed that the patrons of the High school were generally scattered through the different occupations, and that the scholars of the High schools came from all parts of the city. It was shown that the parents of the scholars of the West High school were divided into 95 classes. These are the classes containing five or more persons: "Agents, 22; bookkeepers, 6; carpenters, 11; coal dealers, 6; railroad conductors, 6; druggists, 5; engineers, 17; farmers, 10; lawyers, 5; lumber dealers, 5; machinists, 9; manufacturers, 10; merchants, 17; shipbuilders, 6; ship carpenters, 5. In the table are also found such employments as baker, compositor, dressmaker, foreman, janitor, puddler, switchman, teamster, watchman, and many more that are equally far removed from what are sometimes called the 'genteel occupations.' The Central school reports 68 agents, 58 clerks, 94 merchants of all kinds (including grocers, tobaccoists, coal dealers, etc.), 40 unskilled laborers, 101 skilled laborers, 22 contractors, 20 officers, 59 professional men (counting in the number artists and druggists), 44 foremen and superintendents, 3 bankers, 38 manufacturers, and 85 who are not classed at all. Six pupils are orphans, and 86 are the children of widows. (Here are found the great majority of those reported as unclassified)."

The patrons of the Broadway branch of the Central High school were made up as follows: Traveling salesman, 1; tailor, 1; carpenter, 1; employe at asylum, 1; brickmaker, 1; teamster, 1; contractor, 1; blacksmith, 1; tinner, 1; manager of hedge company, 1; laborers at mills, 3; janitor, 1; lawyer, 1.

The patrons of the Prospect street branch were as fol-

lows: Druggists, 2; retired, 1; machinist, 1; president of rolling mill, 1; foundryman, 1; dealer in hides, 1; shoemakers, 2; lawyers, 2; commission merchant, 1; slater, 1; oil business, 1; dentist, 1; superintendent of wheel company, 1; grocer, 1; cigarmaker, 1; superintendent of provision company, 1; lithographer, 1; baggage agent, 1; auctioneer, 1; teaming, 1; dealer in paints, 1; dealer in dry goods, 1; cigar agent, 1; book seller, 1; hatter, 1; freight agent, 1; ship agents, 2; dealer in boots and shoes, 1; hardwood finisher, 1.

The superintendent also caused inquiry to be made concerning the out of school employments of the pupils of the High schools. It was shown that a great many of the pupils were employed. "Some keep books," says Superintendent Hinsdale, "some collect bills, some do chores about the house, the barn, and garden, some act as salesmen, some carry papers, many have household duties, and a large number take lessons in various arts, particularly in music. The 300 pupils of the West school are reported as working 543 hours a day; furthermore, the same pupils come from families aggregating 1,410 persons, with 1,032 children."

During the year, the night schools reached a position of considerable importance in the school system. There were nine schools in operation, 1,357 nights of teaching, and 1,401 registered pupils. Concerning these schools, Superintendent Hinsdale says in his report for 1884-85:

"For several years a successful night school had been in operation in the central part of the city, supported partly by the Newsboys' and Bootblacks' Home and partly by the Board of Education. This Central school reported, for the term of 1883-84, 245 pupils enrolled, an average weekly registration of 60, and an average weekly attendance of 46. The term extended from November 16 to May 2. The same winter the Board maintained, for a time, a school in the Eighteenth ward, but it was not very successful. Last winter the Newsboys' Home retired wholly from the work, and the Board did whatever was done in the night school field. On the 6th of October, 1884, it authorized the opening of

three schools, one in the central part of the city, one on the West Side, and one in the Eighteenth ward. These schools proved so successful that the Board authorized the committee on night schools (which had been created in the meantime) and the superintendent of instruction to open others."

Superintendent Hinsdale recommended that the committee on night schools report a permanent scheme for night schools. He was of the opinion that the remarkable success attending the night schools was due in a large measure to the provision for free text books and free supplies.

The number of youth in the city between the ages of six and 21 was 59,315. The number of teachers employed was 581, of which 34 were men, and 547 women. The number of pupils in the High schools was 1,240, of which 455 were boys, and 785 girls. The total number of pupils enrolled in the schools was 32,610, and the average daily attendance was 22,577.7. The receipts during the year were \$697,588, including the receipts from the sale of \$100,000 worth of five per cent bonds. The disbursements were \$708,858.04, including a deficit from September 1, 1884, of \$8,452.70. The amount overdrawn September 1, 1885, was \$11,300.04. The par value of the bonds outstanding at this time was \$304,800. With the exception of \$100,000 of these bonds, they drew six per cent interest. The \$100,000 lot of bonds drew five per cent interest.

The Board of Education during the school year 1885-86 passed a resolution abolishing corporal punishment in the schools. The resolution came as a great surprise to the teachers and to the citizens of Cleveland. The president of the Board of Education, B. A. Schellentrager, in his annual report for the year, said that the discipline of the classes had not suffered through the abolition of corporal punishment. Mr. Schellentrager recommended, in his report, the establishment of a Manual Training school, and the introduction of a general systematic instruction in gymnastics in the public schools.

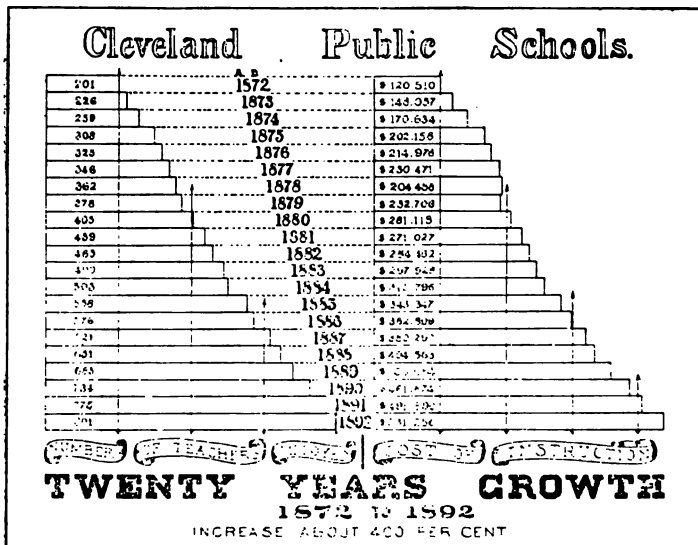
The Huck school building, Chard street, corner of Petrie, was erected during the year.

On March 17, 1886, the Ohio legislature made a law providing for the division of the city into 20 school districts. Each district was composed of two wards, and at the April election of 1886, members of the Board of Education were elected one from each district.

At the opening of the fall term of school in 1885, Superintendent Hinsdale modified the High school system to some extent. Up to the time a pupil entered the High school, he was practically in charge of one teacher at a time. When he entered the High school, all was changed. The pupil had no teacher, but rather was instructed by several teachers. Perhaps he recited to one teacher in Latin four times a week; to a second in algebra, five times, to a third in physical geography, four times; to a fourth in reading, once; to a fifth in composition, once; to a sixth in drawing, once; to a seventh, in music, once. Not always did the pupils have as many teachers as studies, but it was pretty generally true that at the very least, the three leading studies were in the hands of as many teachers. In half the cases, the pupil did not recite at all to the teacher in whose room he sat and studied. In the opinion of Superintendent Hinsdale, a pupil upon entering the High school generally needed a certain amount of assistance, and needed to have his work, his mind, and his conduct looked over as a whole. Says Mr. Hinsdale, in his annual report for the year preceding:

"Once more he needs what I may call continuity of discipline. Another trouble arises from the rivalry of teachers and of departments. Not only do the Latin teachers or German teachers not know what their pupils are doing in mathematics or in science, but they very likely have a particular zeal for the 'Latin department' or the 'German department;' and so of all the other teachers. The resulting situation is this: Three or four teachers of different degrees of power compete for the pupil's time and mind; and, as a matter of course, the strongest get for themselves, their studies, or 'departments,' an undue proportion thereof. Again, the pupil will be very certain to have his preference among the teachers; and if there are several courses of study,

or if an election of studies is allowed, he will, to an undue degree, be guided by his preference in choosing studies. Even if he is compelled to defer to a choice that is made at home, he can, if disposed, manifest his preference in a way to make no little trouble in both instruction and discipline. What is called an 'election of studies' is often only an election of teachers; which, to a degree, is all right and proper. Lastly, and perhaps chiefly, the pupil needs that personal relation to the teacher, and the resulting sympathy and support, which are such marked features of good lower grade



schools, and that are so often wanting in upper grade schools. In a word, the child of fourteen, coming to High school, is not prepared by mental maturity, by training, by development of character, to leave behind him at once the peculiar features of the Grammar school, and to be introduced to the special-teacher system in its full vigor.

"One of the common charges against public schools, as now administered, is that they receive and handle children in droves; that they tend to an over-uniformity; that children are not individualized either in intellect or in character,

but are treated one like another. I do not now stop to inquire how much truth there is in this indictment; but do say, so far as my own observation goes, there is no other place in the whole system where it is so true as in the lowest class of a great High school, in which the work is all done, or mainly done, by special teachers. Here is a teacher, for example, who teaches Latin or algebra to 150 or 175 different pupils, divided into five or six sections, four recitations a week for a half year; how can he see the individual pupil in this great daily procession? In the upper classes the evils are much less; the classes are generally smaller, and the pupils have now been so long in the school that they have had an opportunity to become somewhat acquainted with the teachers, and the teachers with the pupils."

This condition led Superintendent Hinsdale to place D pupils, on entering the High school, as far as possible under the charge of teachers in whose rooms they prepared their lessons, to whom they recited their three leading studies, and to whom they were directly responsible for their conduct. For the rest, they were allowed to recite three "one lesson a week" studies to special teachers. "In this way," says Superintendent Hinsdale, "they will be gradually introduced and be prepared for the peculiar method of higher instruction. The time has come both to cease calling High schools colleges, and cease teaching the pupils in them as college students are taught."

The following table shows the number of Primary and Grammar schools of different grades in Cleveland for the year 1885-86:

D Primary .....	94
D and C Primary, mixed.....	21
D, C and B Primary, mixed.....	6
C Primary .....	65
C and B Primary, mixed.....	20
B Primary .....	66
B and A Primary, mixed.....	21
A Primary .....	59
A Primary and D Grammar, mixed.....	9
D Grammar .....	47

D and C Grammar, mixed.....	12
C Grammar .....	30
C and B Grammar, mixed.....	6
B Grammar .....	22
B and A Grammar, mixed.....	6
A Grammar .....	17
Unclassified schools .....	4
Total .....	505

At this time the average Cleveland school teacher had about eight years' experience in teaching. The number of years' experience each teacher had is shown by the following table:

Teachers served from	1 to	5 years.....	270
"	"	" 5 to 10 years.....	171
"	"	" 10 to 15 years.....	87
"	"	" 15 to 20 years.....	45
"	"	" 20 to 25 years.....	12
"	"	" 25 to 30 years.....	10
"	"	" 30 to 40 years.....	1
Total.....			596

About one-twelfth of all the pupils in the High schools were studying Greek at this time. The following memorandum prepared for the Board of Education, at the close of the first term of the school year of 1885-86, gives the number of pupils studying Greek in the High school and the cost to the city:

"The last term there were in the High schools 71 pupils studying Greek, 53 in the Central and 18 in the West; of whom 55 were boys and 16 girls. There were in the Cb class 31, in the Bb 23, and in the Ab 17. The pupils in each school recite, altogether, 15 hours a week, making 30 hours in both schools; this is equivalent to one and one-fifth teacher's time, calling 24 hours a week a teacher's work. The cost to the city is, therefore, \$1,400 plus 1 1-5, which equals \$1,650 a year."

The number of books in the library was 48,837. During the year 209,602 volumes were circulated. The receipts

on account of this fund were \$23,636.45. The expenditures were \$20,591.04, leaving a balance on hand of \$3,045.41.

The various departments in the Normal school were brought together at the Eagle street building, at the commencement of the school year. The work of the school was extended by the establishment of an A Primary practice school, and of a German practice school. The school graduated 59 teachers during the year, the largest number in its history up to this time. Of these 59, 38 secured positions in the public schools. Of the 603 teachers employed in the schools, 240 were graduates from the Normal school.

The night schools showed remarkable progress during the year. There were nine of them maintained at a total expense of \$5,121.64. The number of teachers employed was 23. These schools were in session 914 nights. There were 1,530 pupils registered and the average attendance was 519.5. The average age of the pupils belonging was 18.

There were 366 classes in German maintained during the year, of which 109 were exchange classes, 120 Primary classes, and 137 Grammar classes. The total number of teachers employed in the German department was 98, of which 62 were exchange teachers, and 36 were special teachers. The number of pupils studying German was 12,266, of whom 7,761 were children of German speaking parents, and 4,445 children of English speaking parents.

The number of youth in the city between the ages of five and 21 was 61,664. The number of teachers employed was 603, of which 38 were men, and 565 women. The total number of pupils enrolled in the High schools was 1,399, of whom 505 were boys, and 894 girls. The number of pupils enrolled in the schools was 32,814, and the average daily attendance was 23,595.4. The total receipts for the year were \$789,957.93, of which \$165,000 was received from the sale of bonds. The total disbursements, including \$11,270.92 overdrawn at the close of the year ending September 1, 1885, were \$711,893.06. The cash on hand September 1, 1886, was \$78,064.87.

At the close of the year ending August 31, 1886, Super-



intendent B. A. Hinsdale retired from the schools, after four years' service. Concerning his work in the schools, President Schellentrager, of the Board of Education, in his annual report, says:

"I regard the period of his administration as one of the most beneficent in the history of our schools. Qualified by thorough and comprehensive knowledge, and enthusiastically devoted to his calling as an educator, he succeeded in inspiring the faculty of teachers with enthusiasm for their difficult and responsible work and in inducing them to continue with avidity the development of their own attainments. Opposed to all superficiality of training, he strove indefatigably against all mere mechanism in school instruction, and though many of his efforts were for the first time apparently fruitless and unsuccessful, yet it is proper to attribute to him the merit of having sown seed which shall certainly spring up and bear beneficent fruit in future."

Concerning his work in the schools, Superintendent Hinsdale says in his last annual report:

"As this is my last report, I deem it but a matter of justice to all parties, and particularly to myself, to put on record a fuller statement than I have hitherto published of the leading ideas that have guided my administration of the office of superintendent.

"My acceptance of the superintendency of the schools of Cleveland, in June, 1882, was by some people construed to mean that numerous and important changes would at once be made in the schools, both in their mechanical organization and in methods of instruction. Nor can it be denied that many citizens were prepared eagerly to welcome such changes; the sooner they came the better, these citizens thought. These advocates of sudden and extreme measures made two great mistakes. First, they failed to see that even in case such changes were called for, no superintendent who came to the schools a stranger could at once or quickly tell what they were, or wisely order or recommend them; also, that no educator who really had any reputation to lose, would risk it on such an experiment. But, secondly, they made a

more serious mistake as to the real nature of a school and of a system of schools. Such a school or system is not a frame-work that can be torn down and put together again according to another model, or even a machine that can be pulled to pieces and built over again; it is rather an organism that has been produced by growth or evolution, more or less alive, more or less fruitful, and that must be handled in harmony with its own nature and laws. What Sir James Mackintosh says of constitutions is true of school systems: 'They are not made, but grow.' What the laws of school systems are, need not here be made the subject of inquiry; one differs more or less from another; but this is one law of the schools of any city that have existed long enough to call for a fiftieth annual report: All changes, no matter how numerous, how important, or how radical, to be beneficent must be made opportunely and prudently, and must consume time. In the grave words of Bacon, found in his essay of 'Innovations,' 'It were good, therefore, that men in their innovations would follow the example of Time itself, which indeed innovateth greatly, but quietly, and by degrees scarce to be perceived.'

"Holding these views in 1882 as firmly as I hold them today, I came to Cleveland with no revolutionary schemes. I was well aware that by making sudden and extreme innovations in the schools, I could rally to myself a large personal following of extreme men and win a reputation with many as an 'educational reformer'; but I was well aware, also, that such a course would prevent the growth of confidence in my administration on the part of all sensible teachers and conservative citizens, would even destroy in their minds such confidence as already existed, and, what is worse, do great damage to the schools themselves. Accordingly, every consideration of sound policy recommended the course that I adopted from the first:—to visit the teachers and the schools as often as possible; to observe the organization, the discipline, and the instruction; to analyze and compare the results; and then to direct such changes as seemed called for, remembering that time innovateth greatly but quietly, and

remembering, also, that I must succeed in improving the schools, if at all, through the minds of the teachers,—their knowledge, views, ideals, and spirit, and not by the use of mechanical methods. Proceeding in this way, I soon discovered that what the schools most needed was not revolution in external organization and system, but more fruitful instruction, a more elastic regimen, and a freer spirit. This path ran wide of all sensationalism; it was quiet and unobtrusive; the man who should tread it could look for little in the way of noisy popular approval; nevertheless, it would lead to some of the best fruits of education. In this path I have steadfastly sought to tread."

## CHAPTER XV.

Superintendent L. W. Day—Additions to Night Schools—Normal School Course of Study—Manual Training School—Cooking School—Scientific Temperance Instruction—Manual Training School Graduates a Class.

L. W. Day was elected by the Board of Education to succeed B. A. Hinsdale as superintendent of the schools. He had been connected with the schools for many years as teacher and as one of the supervising principals.

Three important additions were made to the night schools during the year 1886-87. They were as follows:

First, The establishment of four evening schools for young ladies, one in the Kentucky building, one in the Marion, one in the St. Clair, and one in the Wade. These schools were very successful. The total enrollment was 282.

Second, The assignment of Professor H. C. Muckley, of the Central High school, to give instruction in all night schools, in physiology and physics.

Third, The opening of an evening school, on January 17, 1887, for the purpose of teaching mechanical drawing. The school was opened in the rooms of the Cleveland Art Club, in the City Hall.

The number of pupils registered in the night schools during the year was 1,937, and the average attendance was 574.3. The average number of teachers was 22.5, and the cost of tuition per capita, based on the average attendance, was \$9.67.

During the year, the systematic study of physiology and hygiene were introduced into the A and B Grammar grades. Proper care of the body, the structure and functions of the more important bodily organs, and some of the laws

of health received attention, but there was no attempt to teach physiology scientifically.

The whole number of graduates from the Training school at the close of the year was 471. Of these, 344 had received appointments in the city schools. There were employed in the schools at this time 285 of these graduates. The course of study was as follows:

THE COURSE IN ONE YEAR.

I. Professional Studies:

1. History of Education—Quick's Educational Reformers.
2. Mental Science—Hopkins' Outline Study of Man.
3. Moral Science—Lectures.
4. School Management—Lectures.

II. Review Studies:

1. Arithmetic—(a) Mental, Exercises; (b) Written, Theory and Practice.
2. English Language—Defining; Spelling, Oral and Written; Diacritical Marks; Technical Grammar; Composition.
3. Geography—Physical, Mathematical, Descriptive and Commercial. Map Drawing.
4. History of North America—The Story, and Philosophy of History.
5. Physiology—Particular attention paid to subjects affecting health in the school room.
6. Reading—Exercises.
7. Music and Penmanship—Lessons by the Special Teachers.

Throughout these reviews constant attention was paid to methods of teaching the various subjects.

III. Practice:

1. Practice in presenting subjects to their fellow-pupils, under direction of the principal.
2. Practice in the Practice schools, under direction of practice teachers.
3. Practice as substitutes in Primary and Grammar grades.



BENCH-WORK CLASS — EIGHTH GRADE.



Instruction in German was provided for pupils who had graduated in the German-German course in the High schools.

The work in physical culture in the schools was given into the hands this year, of Prof. Carl Zapp. He had charge of this department until the close of the school year 1891-92.

During the school year 1886-87 the Hough, Union, Waring, and Woodland Hills school buildings were built.

There were 51,397 volumes in the library. The total circulation of books for the year was 199,651. The receipts on account of this fund were \$26,302.36. The expenditures were \$21,451.66, leaving a balance on hand of \$4,850.70.

The whole number of pupils enrolled in the German department was 13,466. The average monthly attendance was 12,461, of which 7,669 were from German families, and 4,792 were from English families. There were 383 classes, of which 268 were special classes, and 115 were exchange classes. The number of teachers in this department was 103.5, of which 38.5 were special teachers, and 65 exchange teachers.

The number of pupils enrolled in the High schools was 1,514, of which 540 were boys, and 974 were girls. In the Central High school there were 1,076 pupils enrolled, and in the West High school, 438.

The total number of youth in the city between the ages of six and 21 was 64,550. The number of teachers employed was 627, of which 39 were men, and 588 women. The number of scholars enrolled in the public schools was 33,150. The average daily attendance was 23,931.5. The receipts for the year were \$722,558.32. The expenditures were \$610,316.17, leaving a balance on hand, September 1, 1887, of \$112,242.15.

During the school year 1886-87, the Board of Education collected a tax of 1-5 of a mill, for the purpose of training scholars in manual and domestic work. The levying of the tax was authorized by an act of the legislature.



The city did not establish a Manual Training school of its own, but High School scholars were allowed to enter the school of the Cleveland Manual Training School Company, which was opened for pupils early in February, 1886. Pupils of the Cleveland public schools were admitted free; all others paid a tuition fee of \$15 per term, in advance. The Board of Education, out of the levy for manual training purposes, paid the difference between the sum realized by the school for tuition, and the operating expenses of the school. The following brief history of the starting of this school is taken from a report made to the superintendent of instruction by Professor N. M. Anderson, principal of the school, in 1887:

"In February, 1885, a small carpenter shop was started in a barn situated on Kennard street, near Euclid avenue, for the benefit of some boys, then pupils in the Central High school.

"Through the diligence and enthusiasm of those boys the little school and the value of manual training was brought to the notice of some of the business men of the city.

"One or two meetings were held, at which the question of the establishment of a Manual Training school in Cleveland was thoroughly discussed. It was decided to form a stock company with a capital of \$25,000, with which money to erect and equip a building, and then to charge a tuition fee just sufficient to cover the running expenses.

"The Cleveland Manual Training School Company was incorporated June 2nd, 1885, for the purpose (as stated in its articles of incorporation) of the 'promotion of education, and especially the establishment and maintenance of a school of manual training, where pupils shall be taught the use of tools and materials, and instruction shall be given in mechanics, physics, chemistry, and mechanical drawing.'

"The members of the company met on September 7th, 1885, and elected a Board of Directors, consisting of Messrs. Samuel E. Williamson, Thomas H. White, N. M. Anderson, Samuel Mather, L. E. Holden, J. H. McBride, E. P. Wil-

liams, Wm. E. Cushing, Alex. E. Brown, Charles W. Bingham, S. H. Curtiss, J. F. Holloway, Ambrose Swasey, Thos. Kilpatrick and S. W. Sessions. Judge Williamson was chosen president, and Mr. Thos. H. White vice-president. Mr. Newton M. Anderson, who had been up to that time instructor in physics at the Cleveland Central High school, and who had organized and conducted the little school in carpentry on Kennard street, above mentioned, was elected principal of the Manual Training school.

"The important questions of the location of the school and the plans for a building were vigorously canvassed by the directors. The present site, on the north side of East Prospect street, west of the C. & P. railroad crossing, was finally determined upon. Work upon the school building was pushed as rapidly as possible, and the building was completed, equipped and ready for occupancy before the end of January, 1886.

"The school was opened for pupils early in February. The opening exercises were held on the evening of February 9th, in the assembly room of the Central High school. Valuable addresses on the subject of "Manual Training in Education" were delivered by President Hinsdale, superintendent of the city schools, and Colonel August Jacobson, of Chicago, who inspired the founding of the Chicago Manual Training school."

The course of study was as follows:

#### COURSE OF STUDY.

Freehand and mechanical drawing throughout the course.

First year—Carpentry and joinery, pattern making, moulding, care and use of tools.

Second year—Forging, welding, tempering, filing and chipping.

Third year—Working of machine tools and study of machines.

Applicants for admission to the Manual Training school, must have passed an examination for admission to the Cleveland High schools, or an equivalent examination. The

school property located on East Prospect street had a frontage of 145 feet. On this was a three-story brick building, 54 feet by 90 feet. The first floor was occupied by the machine shop, forge shop, boiler room, wash room, and office. One the second floor was a drawing room, wood turning shop, class room, store room, and wash room. A carpenter shop, foundry, class room, laboratory, store room, and wash room, were on the third floor. A fifty horse power steam engine, of modern design, was in the machine shop, together with a steam pump and heater, two 14 inch swing, screw cutting, engine lathes, three 12 inch swing speed lathes with side rests, one 18 inch swing upright drill and two 15 inch shapers. Besides machine tools, there were 12 bench vises, three sets of drills, taps, dies, reamers, files, squares, etc. All chisels, punches, scrapers, and lathe tools were made by the pupils. The other parts of the building were also thoroughly equipped for carrying on the instruction designed.

At the opening of the school year 1887-88, a Cooking department was opened as a regular branch of the Manual Training school. A sum of money was set aside to defray the expenses of teaching a certain number of pupils from the public schools, and 421 girls received ten lessons free of cost as a result of the arrangement. This Cooking school was one of the first to be organized in the country. The following history of the school is taken from Superintendent Day's annual report for the year 1887:

"In the fall of 1884 a few young ladies possessed of a commendable missionary spirit, opened a Kitchen Garden in one of the basement rooms of Unity Church, about twenty pupils being in attendance. The school grew and prospered beyond expectation, so that early in 1886 it was found necessary in order to extend the work so as to meet the demands, to organize on a more permanent basis. The 'Cleveland Domestic Training Association' was the result. In February of this year, 1887, the Cooking class was formed and opened at 479 Superior street, seventy girls being enrolled the first term. By permission of the Board of

Education free classes were formed from the pupils of Rockwell school. More than seventy pupils desired to enter, but less than fifty could be accommodated."

The lessons taught in this school for one term were as follows:

Menu first week—Lamb chops, cranberries, mashed potatoes, oatmeal, baked apples.

For second week—Potato soup, scrambled eggs, turnips in white sauce, apple tapioca.

For third week—Fish balls, milk toast, apple short-cake, coffee.

For fourth week—Mixing and baking bread and biscuit, tomato soup, steamed rice.

For fifth week—Oyster stew, corn cake, toasted crackers, gridled cakes, lemon syrups.

For sixth week—Corn beef hash, frying out fat, rye muffins, dough nuts.

For seventh week—Beef stew, dumplings, chocolate, cookies.

For eighth week—Creamed cod fish, French toast, cottage pudding, sauce.

For ninth week—Collops or Hamburg steak, Lyonnaise potatoes, apple pie, gingerbread.

For tenth week—Green pea soup, fried fish, potato balls, floating island and plain cake.

For the school year 1887-88 the attendance at the Manual Training school was as follows: Summer term, 25; fall term 82; spring term, 121. The work accomplished during the year by the several grades of this school is told by Principal N. M. Anderson in his report to Samuel E. Williamson, president of the Board of Directors. That part of the report relating to the work accomplished was as follows:

#### FIRST GRADE.

"The work in carpentry, which has been in charge of Mr. David Dick, has consisted of the following exercises: Sawing, planing, making bench hook, box, miter joint, halved joint, T joint, open mortise and tenon, closed mor-

tise and tenon, thrust joint, open dowel joint, blind dowel joint, single dovetail, box dovetail mortise and tenon panel, glued joint, and miter frame. The slowest workers complete this course in one term, the other pupils one, two, three, and sometimes four weeks before the end of the term. The pupils completing the course before the end of the term use the remaining time in making some finished piece of work for themselves, putting in practice what they have just learned. Some very nice pieces have been turned out in this way, showing workmanship which compares very favorably with that of experienced mechanics. Among those made this year by the classes in carpentry are the following: Oak tool chest, antique oak table, walnut foot stool, cherry card box, stool for blacking shoes, foot-rest, several picture frames, bob sled, book case, wall cabinet, center table, book shelves and work box.

#### SECOND GRADE.

"The instruction in turning, pattern-making, and moulding has been given by Mr. William C. Skinner. The regular course of work was turning a cylinder, double cone, convex bead, concave bead, pointed bead, tool handles, patterns for hose nozzle, globe valve, pipe elbow, pipe T, cone pulley, pillow block and fly wheel. Each boy moulded several of these patterns and made castings in type metal. The pupils in this department who finished their regular work before the term, made a large screen, two towel racks, two pair of Indian clubs, table, cornice for curtains, cabinet, waste paper basket, dumb-bells, picture frames, base ball bats, oak hall bench, cabinet mantel top and two wall cabinets.

#### THIRD GRADE—FORGING.

"Mr. John Finlayson has had charge of this work. The work consisted in forming bars of lead round, square, hexagon, octagon and drawing to point, drawing iron bar, making staples, latch hook bending open ring, welded ring, bending right angle, welded right angle, scarf weld, square-headed machine bolt, hexagon-headed bolt, long eye, round eye, flat scarf weld, grappling hook, flat hook, diamond grab

hook, swivel, chain, T weld, iron and machinery steel weld, V weld, welded flat ring, two sets of tongs, flat hand chisel, cape chisel, center punch, scratch and large and diamond pointed lathe tools, large and small side cutting lathe tools, blacksmiths' chisel and tool steel V weld; also lessons in tempering, case-hardening, etc. Among the extra pieces made are a pair of andirons, two ornamental candlesticks, a table, carving knives and forks, shovel and poker.

#### FOURTH GRADE.

"Mr. George S. Rider has been in charge of the Machine Shop. The course of this grade is vice work in chipping square end and key seat on crank shaft, filing flat surface, scraping surface plate, chipping, filing and scraping cast iron knee, making tool steel square, center gauge, and standard inside and outside gauge.

#### FIFTH GRADE.

"Mr. Rider is also instructor for this grade. The work consists of use of hand and engine lathes, planers, shapers and drills in working metal; making set screws, cap screws, face plates, hook bolts, iron handles, etc. The present class designed and made all the parts of three machines for truing grindstones.

"As this is the fifth term since the opening of the school, there are no pupils in the sixth grade.

#### DRAWING.

"Drawing, both free hand and mechanical, has been taught all grades. The work in this department has been in charge of the principal, assisted during the first term by Mr. Jewett Kelly, during the second, by Mr. J. Milton Dyer, one of the older pupils of the school.

"The building and engine have been in charge of Mr. Thos. H. Craft."

Nineteen night schools were conducted during the year of 1887-88, of which 12 were boys' schools, four were girls' schools and three were for instruction in mechanical draw-

ing. The Board of Education set aside the sum of \$6,000 to pay for the expense of operating these schools. The number of pupils registered was 2,326. In the boys' schools, 1,704 were registered, in the girls, 258, and in the classes in mechanical drawing, 364. The cost of conducting the schools per capita was \$8.89. At the opening of the first term, in October, Mr. L. L. Haskins was made supervisor of the evening schools. His work was to visit the respective teachers as often as possible, note irregularities, suggest improvements, hold meetings of teachers, and in every way possible aid the superintendent in bringing the schools to a higher level.

In the public library were 54,430 books. Circulated during the year were 209,556 volumes, a daily average of 682 for the 307 days the library was open. The number of employes in the library department at this time were 21, of which seven were substitutes. The receipts on account of this fund were \$29,145.36. The expenditures were \$19,353.58, leaving a balance on hand of \$9,791.78.

The Scranton school building, corner Scranton avenue and Vega avenue, was built during the year.

The number of pupils enrolled in the German department was 14,372. The average monthly attendance was 13,219, of which 7,929 were of German families, and 5,290 were of English families. There were 109.2 teachers employed in the department, of whom 67 were exchange teachers, and 42.2 special teachers.

The number of pupils enrolled in the High schools was 1,556 and the average daily attendance was 1,180.7.

The number of youth in the city between the ages of six and 21 were 63,193. The number of teachers employed in the schools was 660.2, of which 41 were men, and 619.2 women. The number of pupils enrolled in the schools were 35,730, and the average daily attendance was 24,865.7. The total receipts for the year were \$792,603.07. The disbursements were \$807,435.39. The amount overdrawn for the year ending August 31, 1888, was \$14,832.32.

There had been no change in the regular course of instruction in the schools for a number of years. Superintendent Day, however, had endeavored to extend and enlarge the work of the schools. "Especially has the effort been to broaden the thought," says Mr. Day, in his annual report of 1888-89, "to cultivate the attention, and to systematise the work of the pupil." He found two serious hindrances in this line of work. The first was the employment of teachers "who have had little or no experience or training, and who, consequently, are narrow and bookish." The second was the employment of routine teachers, "who, notwithstanding their experience, are equally narrow and bookish, whose chief aim seems to be to 'drill' all the work into the little unfortunates committed to their care." On this subject, Mr. Day says in his report: "Of the seven hundred teachers employed in our schools a large percentage are careful, painstaking and progressive in all that pertains to their work. But the two classes referred to above exist. The one should be reduced by dismissal as rapidly as better teachers can be found to supply their places; the other class should not be employed. There is no possible necessity for employing any one who has not made especial and comprehensive preparation for the work of the schools. During the year covered by this report there were 15 persons employed as teachers who had received neither normal training nor experience, who were practically without any preparation except an 'education,' and that by no means collegiate in a number of cases. There were 66 who had had an experience of only one year, and 67 who had only two years. All others had three or more."

The rule abolishing corporal punishment had now been enforced three years. Before that time it had been practically abolished, by reason of the fact that the teachers seldom used corporal punishment for correction. At this time, when incorrigible pupils were met with, they were sent to the central office for reprimand, the teacher filling out the following blank for information to the superintendent:



## REPORT OF THE REFERENCE OF

.....(name).....(age).....

(Name and residence of parent.)

..... School ..... 18...

The teacher making the reference will please to append answers to the following questions:

- 1—Is the pupil's conduct in and about the school building generally good, bad or only medium?.....
- 2—Have you corresponded with the parents relative to the misconduct complained of?.....If so, what was the nature of the reply?.....
- 3—What measures were resorted to before referring the matter to the parents?.....
- 4—Do you consider this pupil incorrigible and practically beyond your control?.....
- 5—Have complaints been made against him on account of his conduct on the way to and from school?.....  
If so, what was the nature of these complaints?.....

## SPECIAL STATEMENT.

- 6—What are the special offenses for which he is now referred?  
(State specifically.).....  
.....Teacher.

There were 37 incorrigible pupils sent to the Unclassified schools during the year. These schools were presided over by a male teacher, and corporal punishment was allowed. The schools were graded almost as carefully as the public schools.

The Board of Education caused the statute, which had been recently enacted by the legislature, providing for the scientific instruction of temperance in the schools, to be rigidly enforced. The teacher used a text book, but not the pupil. A definite time was given this subject in the regular work of every school in the city. The statute relating to the subject was as follows:

Section 8092-33. Be it enacted by the General Assembly of the State of Ohio, That the nature of alcoholic drinks and narcotics, and their effects upon the human system in connection with the subjects of physiology and hygiene, shall be included in the branches to be regularly taught in the common schools of the state; and in all educational institutions supported wholly or in part by money received from the state; and it shall be the duty of Boards of Education and boards of such educational institutions to make

provision for such instruction in the schools and institutions under their jurisdiction, and to adopt such methods as shall adapt the same to the capacity of the pupils in the various grades therein; but it shall be deemed a sufficient compliance with the requirements of this section if provision be made for such instruction orally only, and without the use of text books by the pupils.

The attendance at the Manual Training school was 176 during the year. All work done in the schools was in addition to regular High school work. The first class was graduated on January 31, 1889, as follows:

Frank Hamlen Chamberlain,	Charles Fitch Reiley,
John Milton Dyer,	William Henry Thompson,
Frederick Howe Mason,	Robert Keller Weidenkopf.

The second class was graduated the following June. It was composed of the following:

George Bierce,	George R. Lottridge,
Edwin Goldsmith,	William Watson,
Eugene A. Hyde,	Paul W. Webster.

The Cooking school was conducted at the corner of Prospect and Brownell streets, but as a branch of the Manual Training school. The year was divided into two terms, of 18 weeks each. Pupils from the Grammar grades made up the classes. Ten classes of 15 girls each met each week.

Evening schools were conducted in 18 different buildings during the year, for a period of 115 nights. They were organized as follows: One general supervisor, one special teacher of physiology and hygiene, four teachers of mechanical drawing, and 28 regular teachers in charge of classes. The salaries paid were: Supervisor, \$3.50 per evening; special teachers and teachers of mechanical drawing, \$3.00 per evening; regular teachers, \$2.00 per evening. Books and supplies were furnished pupils free. A small fee was charged non-residents who attended. The total enrollment was 1,982, of whom 1,693 were boys, and 189 girls. The amount paid for tuition during the year was \$6,605, making the cost per capita, based on actual attendance,

\$10.05. The amount paid for other expenses was \$2,248.86, making the total cost of the evening schools \$8,854.01, and the total cost per capita, based on actual attendance, \$13.47. Arithmetic, reading, spelling, and writing were the principal studies pursued in these schools. Other features introduced were writing letters, both social and business, instruction in physiology, general outlines of geography, and familiar talks and conversations upon important topics.

The Madison and Gordon school buildings were erected during the year 1889 at a cost of \$103,000, for buildings and land.

The number of volumes in the library was 57,370, and the circulation was 194,338, the library being open 306 days. The receipts on account of this fund were \$33,441, and the expenditures were \$22,438.66, leaving a balance of \$11,002.34.

In the German department, there were 14,915 pupils. The average monthly attendance was 13,543, of which 8,076 were of German parentage, and 5,457 were of English parentage. The number of classes was 407, of which 283 were special classes, and 124 exchange classes. The number of teachers was 111.5, of which 43.5 were special teachers, and 68 were exchange teachers.

The number of pupils enrolled in the High schools was 1,620, of which 603 were boys, and 1,017 were girls.

The number of youth in the city between the ages of six and 21, was 71,912. The number of teachers employed was 691, of which 41 were men, and 650 were women. The total number of pupils enrolled in the schools was 35,963, and the average daily attendance was 26,048.6. The total receipts for the year were \$667,723.91. The expenditures, including the deficit of September 1, 1888, of \$14,427.32, were \$702,785. The amount overdrawn September 1, 1889, was 35,061.09. The Board of Education suffered a loss, in October of this school year, by a defaulting treasurer, of \$126,210, from the contingent fund, and \$66,666.65 from the sinking fund. In the statement of receipts and expenditures, the money due the Board from the representatives of the defaulting treasurer is reckoned as an asset in the amount actually due, on October 23, 1888.

## CHAPTER XVI.

Three Boys' Schools—Honeywell Farm Scandal—First Truant Officer  
—Methods of Teaching—West Manual Training School—School  
Libraries—Day Retires as Superintendent.

During the year 1889-90, there were three boys' schools in operation. Harper street school, located on Harper street, near Central, had two teachers and 93 boys. The South boys' school on Broadway, near Union street, in the old Charter Oak building, had one teacher and 27 boys. The West boys' school, conducted in the old West High building, Clinton and State streets, had two teachers and 91 boys. The whole number of boys registered in these schools was 211. The number belonging from previous assignments to these schools was 101. The number admitted during the year was 110. Superintendent of Instruction Day, in his annual report, recommended that the work of these schools be extended in two or three directions. Among other things, he would have had introduced were "simple manual training exercises, including, for the younger pupils, cutting, folding, and parting of paper, so as to produce required figures and forms; the matching of colors, and forms; exercises in weights and measures; planning and designing, in connection with drawing, for those so inclined; molding and shaping in clay; sand modeling, in connection with geography, history, etc., and such other light exercises in manual and domestic training as might seem appropriate to the age and condition of the class." He also urged the opening of the Manual Training school, during the morning hour, to boys 14 years of age and older, who were not attending any school. The High school scholars did their work in the Manual Training school in the afternoon, and Superintendent Day would have had the new classes, formed from boys picked up from the streets, do their work in the morning.

There was a great demand in Cleveland at this time for the establishment of a Farm school for incorrigible youth. The City Council had purchased the old Honeywell farm in Independence township for \$13,388. There were charges of corruption in connection with the purchase of the farm, and a great deal of scandal grew out of it. It was claimed that the farm was totally unfit for the use for which it was purchased, it being three miles from any railroad. The scandal prevented the city from fitting the farm up as a school farm for incorrigibles, and it was afterwards sold at public auction for \$4,953. There is no question but that a school of this kind was much needed. It is needed much more today than then. Superintendent Day, in his report for the year 1890, gave his idea as to what should be done in fixing up the school farm, and how it should be conducted, in the following words:

“What further is needed at the farm? and what should such a farm be? Its purpose is not to produce articles for market, but to teach children to be industrious. Its purpose is not to see how much can be realized from its broad acres, but to afford a variety of exercises in the pure, open air, for hands and feet and brains that have been accustomed only to filth and squalor and uselessness of almost every description; to cultivate habits of promptness, neatness, and personal attention to specific charges and duties,—in short, to inspire confidence, awaken personal pride, and develop laudable ambitions. To do all this, pupils must be removed from the ordinary surroundings, and above all, from the allurements of the street. There must be the uplifting and refining quietude of country life, removed from the smoke, and grime and turmoil of the city. The outfit should be simple, substantial, and, above all, as home-like as possible,—indeed, it should be a home, and not a prison, except for the utterly incorrigible. The persistent vicious should be sent to the Lancaster school, and not to the farm. The purpose of this school should be to save boys from becoming criminals, and not to reform them after they have become such, though much of this class of work might also be accomplished.

"There should be a sufficient number of cottages to accommodate the boys comfortably, each cottage having its master and matron, and a definite number of boys, each responsible to them. A portion of each day should be devoted to matters of regular and systematic schooling, in connection with which there should be a reading circle in each cottage, including a range of reading, appropriate to the age and proficiency of the pupils. But in addition to all this, there should be provision made for other and regular employment, including a range of manual training adapted to the age and condition of the boys; such as work in form and color, including the cutting, folding, and pasting of paper; matching of color and form; moulding and shaping in clay; modeling in sand; sawing, matching and fitting; drawing, copying, designing, draughting; typewriting, typesetting, and printing; soldering, sewing, repairing; sweeping, dusting, arranging, and other light domestic and manual training work within suitable limits; and in the proper season, the care and use of ordinary farm and garden tools, including the cultivation and care of flowers, small fruits and other vegetables, to a limited extent.

"The whole end and aim of all this effort is to teach industry and economy, to inspire personal effort and responsibility, to secure personal cleanliness, respect for self and others, and to establish habits of thinking and doing that will aid in resisting the contaminating influences to which they are liable to be exposed on leaving the farm. Such an outfit will cost something not to exceed \$20,000 or \$25,000—but the saving of boys from the contaminating and continually degrading influences of the street, will amply repay all the expense and trouble. I most earnestly commend this whole subject to the most careful and favorable consideration of those who have authority to cause its early realization."

Certain changes of text books were ordered made by the Board of Education, with the desire of improving the High school course. The following new books were ordered used: Remson's Elementary Chemistry; Young's Elements

of Astronomy; Lockwood's Lessons in English, and Bulfinch's Mythology.

The Board of Education contracted for an annex to the Central High, and buildings for the Giddings, Miles Park, and South Case schools.

The first truant officer under the compulsory school law which had been adopted by the legislature was George E. Goodrich, who was unanimously elected by the Board of Education in May, 1888. He served until May 9, 1889, the day of his death. His successor was Charles M. Roof. Mr. Roof's first report for the year ending June, 1890, was as follows:

No. of complaints reported .....	552
No. of parents notified first time.....	411
No. of parents notified second time.....	132
No. cases investigated .....	748
No. residences visited .....	707
No. calls at school buildings.....	379
No. children placed in school first time.....	80
No. children placed in school second time.....	18
No. cases prosecuted .....	74
No. of boys sent to the Refuge.....	20
No. of boys sent to Lancaster.....	13
No. of cases assisted through Bethel.....	17
No. cases reported to Humane Society.....	7
No. children taken home.....	56
No. employers notified .....	54
No. business houses visited.....	17

The field was a large one for one man to cover, and Superintendent Day urged that provision be made for more truant officers.

This year, the Board of Education, by unanimous vote, abolished the semi-annual plan of promotion and reduced the number of uniform examinations to one—the final—in June. Teachers still gave tests of their own, at their own convenience.

The number of volumes in the library was 62,380. There were circulated during the year 234,238 volumes. The re-

ceipts on account of this fund were \$45,703.31. The expenditures were \$36,075.46, leaving a balance on hand of \$9,627.85.

The number of pupils enrolled in the Manual Training school during the year was 172.

The number of pupils enrolled in the German department during the year was 14,473, and the average monthly attendance was 14,063, of which 8,234 were children of German parents, and 5,829 were children of English parents. There were 426 classes in German, of which 285 were special classes, and 121 exchange classes. There were 117.6 teachers employed in this department, of whom 49.6 were special teachers, and 63 were exchange teachers. The total number of youth in the city between the ages of six and 21 was 76,152. The number of teachers employed was 743, of which 40 were men, and 703 were women. The number of pupils enrolled in the High schools was 1,741, and the average daily attendance was 1,288.9. The number of pupils enrolled in the schools was 37,641. The average daily attendance was 26,641, a gain over the preceding year of 593. The receipts for the year were \$1,215,480.94, and the expenditures were \$1,123,536.43, leaving a balance on hand of \$91,944.51.

The report of Superintendent of Instruction Day for the year 1890-91 was partly devoted to the methods of teaching then in vogue, and to the changes that had been made in these methods. The following extract is taken from that report :

"Reading is taught not as an elocutionary exercise, but rather as a means of training pupils in habits of thought, reflection and expression, seeking to develop a power that will enable the child to see, beyond the word, that which it symbolizes, and to gather, with comparative accuracy, the salient points of the printed page, at first reading. To accomplish this requires the constant supervision and direction of the intelligent teacher, something vastly more than merely hearing a class read. Children may learn to pronounce words and utter sentences without understanding



much of their meaning, but good reading, in the modern acceptation of that word, means much more. It means a comprehension of the author's thought and feeling—a perception of the real conditions pictured in verbal descriptions. To conduct the daily reading lessons in such a manner as to secure such results, requires teaching in the correct sense of that word.

“Marked changes have taken place in our methods of teaching language in the Grammar and Primary grades. Formal grammar has practically been banished from the first six years of the course, and exercises in conversation and composition have been substituted to the great advantage of all concerned. The dreaded ‘composition day’ of old is not known in the better schools of today, though very much more composition writing is required. Carefully conducted conversations and oral discourses precede the more formal composition. Such exercises are of the greatest importance to the pupil, as they necessarily increase his vocabulary of good words, add to his fund of information, afford larger practice in expressing his own thoughts, and show him how to find out things for himself. The formal composition is the resultant of these efforts, each child being required to give independent expression to his own thoughts. Formal grammar is confined to the last two years. Much of the note work is omitted as being confusing to pupils and comparatively useless on all accounts to pupils of Grammar school age. But the practical relation, force and various uses of words, receive constant attention. Systematic work is emphasized in all grades. In analysis the effort is to study the main thought expressed by the selection or exercise, as restricted by the more essential modifications, rather than the perfunctory placing of modifiers in diagram or otherwise. The work of analysis should be largely oral, but when written the diagram may with profit be used. The manual labor of writing out the analysis of a paragraph, to say nothing of the time wasted, should be spent in doing something worth while, when its simple diagram will show every essential relation, can be written in one-tenth the time, and can be

examined at a glance. The time spent in hair-splitting discriminations in the grammatical descriptions of language should be left to older and idler heads than are found in the Grammar schools of today. Technical English grammar belongs, properly, to the High school course. Selections within the comprehension of the pupil should be carefully studied for the purpose of discovering the leading thought as restricted or extended by the more important modifications it may be of word, phrase, sentence, paragraph or chapter. To give equal attention to each element regardless of importance, is to belittle the whole matter.

"A decided change in the manner of teaching geography has been made within the past three or four years. Instead of making the work local and bookish, we aim to give especial attention to the large features of mountain and valley, plateau and plain, coast lines and practical waterways; climate and productions, agricultural, mineral, and manufactured; the large business centers and capital cities; leading industries of the people; means of communication between the various sections of the country; form of government; condition of the people, etc. These claim the attention of teacher and pupils throughout the course, to the exclusion of the 'where-is-this' and 'where-is-that' method so largely in vogue some years ago. Rapid map drawing, at first from the book and then from memory, is required. These maps are only approximately correct, but they are sufficiently accurate to fix the main feature and facts firmly in the mind of the pupil. Picture illustration of definitions and graphic representations of various features of the work are largely employed to guard against misapprehension and non-apprehension on the part of pupils. All these, including also sand modeling, are very valuable in the hands of a teacher who understands her work. But they are worse than useless in the hands of the inappreciative, thoughtless teacher.

"Encouraging progress has also been made in the matter of teaching arithmetic, though too many subjects are still undertaken under this head. Inaccuracy in the mechanical handling of numbers is our great difficulty. Much more

attention should be given to this phase of our work, and mental arithmetic should be taken up vigorously and taught successfully. Accuracy in handling numbers is a matter of will.

"Probably the improvements made in the arrangement of schools has been as decided and satisfactory as in any other department of our school work. Pupils, from the little one just entering the Primary grade to the young man just leaving the High school, are uniformly treated politely and considerately. The lessons in manners and morals commenced the first day, and only with the last, though but little formal work of this character is attempted in the higher grades.

"The necessary effort in all our academic work, including all that comes properly under the head of instruction, is to lead the pupil into habits of thoughtful, reliable independence. The best results are obtained not through the developing method alone, nor through the mechanical alone, but by a judicious blending of the two, keeping in sight constantly the end to be accomplished. The end sought must include at least two important features, almost contradictions: The foundations must be laid upon which the pupil in coming years may enter the business or professional world and gain an honest living. To this end he must early be placed in the conscious possession of his own power of mind and body. His judgment must be exercised, his will trained, his patience and fortitude strengthened; in short, his personality must be developed. But he must also be prepared to work with others, to be one among many, to obey as well as to command. He must be prepared for honest and peaceable citizenship.

"The cultivation of the memory will aid in accomplishing these results, but that instruction only, which reaches down and secures the thought and feeling of the pupil, will produce lasting and reliable results.

"We have many teachers who are succeeding admirably in such work—we might and should have more.

"Much of the foundation work referred to above is accomplished in the Primary and Grammar grades of the common schools; still more is accomplished by those who complete the High school, and much more by those who include the college in their preparation for the activities of life. Few people estimate at its proper value the work accomplished by the pupil who has completed the Primary and Grammar school course. Briefly, what may we reasonably expect of him:

"That he shall be able to read at sight any ordinary English production, gathering at first reading a fairly correct outline of the same, with many important details. That he shall be able at first effort to reproduce this outline in an acceptable manner, either orally or in writing.

"That he shall be able to hold intelligent conversation upon the leading facts of American history, including the public services of many eminent statesmen, generals, authors and inventors.

"That he shall have a fairly accurate knowledge of the various forms of civil government throughout the world and of the condition of the common people under each.

"That he shall understand something of the relations of climate, drainage and soil to the leading occupations and industries of the people of various countries; that he can give many facts relating to the great physical features of continent, ocean and country; that he understands much of the political importance of the leading countries of the earth, and knows something of our commercial enterprises, both home and foreign.

"That he shall have an accurate knowledge of the fundamental relations of numbers which will enable him to build rapidly and surely as advanced mathematics may be undertaken.

"That through drawing he shall have a hand trained in the expression of the language of form.

"That through his ability to read and render common music at sight, he shall be especially susceptible to the refining influence of song and chorus.

"That he shall have the power to observe, to compare, to deduce, to determine for himself, in view of given facts.

"That he shall understand his own physical organism sufficiently well to care properly for his general health and cleanliness, and to avoid the baneful effects of narcotic and stimulant.

"That through his association with his schoolmates, both at play and study, and through his obedience to properly constituted authority, he has received continuous lessons in elementary practical civics, preparatory to future good citizenship.

"That while he has a fairly correct understanding of his own personal rights and privileges, he also understands the rights and privileges of others, and cheerfully respects them.

"That as a result of all this, and much more that the school has afforded him, he shall be in the conscious possession of many of his own faculties, and that with further suitable guidance he will be able to think and act for himself wisely and discreetly as the years of maturity approach.

"But he is still a mere child of fourteen. His entire school life has been fully occupied from first to last in making new and valuable discoveries, in adding fact to fact, process to process, relation to relation, subject to subject. He has had little time to assimilate his information, even if he possessed greater power of reflection. His knowledge is not well classified. But he has laid the foundation, if his teachers have been faithful, and he has much material on hand. Better yet, he knows how and where to obtain other material as it may be needed. Time, opportunity and further guidance will bring him to the front.

"In all attempts to make the school room attractive and to render school attendance pleasant, there is great danger of belittling the whole work of education and of misapprehending the purpose and scope of the public school. After all, it is hard work that counts. The efficient teacher will save her pupils much unnecessary work, but she will no more attempt to do their thinking for them than will she attempt to do their sleeping. It is thought, individual, sustained and

close, on the part of the pupil, that we are after. It is the habit of thinking succinctly, of judging accurately, and of deciding intelligently and promptly in view of known facts, that we should seek to establish. The attempt to render the surroundings as pleasant and cheerful as possible is certainly commendable, but it is not the main object. Right here many teachers fail. This seems to be their whole object. Questions are prepared and directed in such a manner as to require little effort on the part of pupils. Ten questions are asked to bring out that which should have been covered by one or two. Failure inevitably follows such methods. All questioning should be for the express purpose of exciting and directing thought, and never for the sake, simply, of the answers obtained. These answers at best are simply indications of thought. And yet, how like mad the class is searched for an answer, which once obtained ends the whole matter. It is too often the answer that is watched instead of the mental activity by which the answer is evolved. So important is the answer considered by such teachers that even the glaring inaccuracies of diction in which it is expressed receive no rebuke. Limited numbers of such teachers are found everywhere, and they will probably live forever, or nearly so."

The West Manual Training school was opened September 30, 1890, on the upper floor of the old West High school building. Eighteen temporary benches were constructed, and on October 16, class work commenced in the carpenter shop. During three afternoons in each week, each member of the class during the first term devoted two and one-half hours each (after High school hours) to manual training work. One afternoon was devoted to drawing, and the other two to carpentry. The second term, owing to repairs on the buildings, and the necessity of reducing the number of school hours, drawing was dropped. The latter study was again taken up during the third term. The wood turning and pattern shop was opened after the April vacation. This department was provided with 16 wood turning

lathes. The lathes were run by an eight H. P. electric (arc) motor. The number of students enrolled during the year was 40, and the average daily attendance was 30. W. E. Roberts was principal of the school during the year.

The East Manual Training was in charge during the year of Mr. E. A. Dillin, Mr. Anderson having accepted the principalship of the University school, then just starting. In this school there were 172 pupils enrolled during the year as follows: In first year's work, 100; in second year's work, 46; in third year's work, 25; in post-graduate work, 1. The afternoon sessions extended from 2:15 to 5 or 5:30 o'clock, five days a week. The Saturday class began at 9 o'clock and closed at 12. Each pupil was given two lessons in shop practice and one lesson in drawing each week. The directors of the East Manual Training school wanted to sell their property to the Board of Education. The latter body, however, decided not to make the purchase "until an improvement in our financial status may warrant same."

Superintendent Day recommended in his report, that the Manual Training schools be made an integral part of the High school course.

During the summer of 1890, the High school course was somewhat changed and modified by the adoption of a two years' business course. The new course was made available to pupils pursuing the English or German course. The business course was identical with the above two courses after the second year. The business course was started at the West High school at the commencement of the school year 1890-91, and in the Central High school at the commencement of the year following. The Latin and German courses were improved by the introduction of English literature in the junior year, an elective for the higher mathematics. The collegiate preparatory courses were remodeled by the elimination of subjects taken in college, and the introduction of the required English as laid down by the New England Association of Colleges.

The new High school course of study as approved, September, 1891, was as follows:

DETAILED SCHEDULE OF WORK.

LATIN—

First year, Lessons and Helvetian War.

Second year, Cæsar—four books.

Third year, Cicero—seven orations.

Fourth year, Virgil—six books, and Ovid—I,000 lines.

LATIN PROSE—Second, third and fourth years.

GREEK—

Second school year, Lessons.

Third school year, Anabasis—four books.

Fourth school year, Homer—three books of Iliad.

Sight reading.

ALGEBRA—

First year, through quadratics, one unknown quantity.

Third year, through Progressions.

GEOMETRY—

Plane and solid Geometry.

TRIGONOMETRY—

Plane Trigonometry.

OTHER SUBJECTS

Entire work was taken.

English Composition and Reading or Elocution were required in all courses, one lesson each week.

Rhetorical Exercises, subject to the direction of the superintendent of instruction.

Drawing and Music was optional except for candidates for the Normal Training school.



## HIGH SCHOOL COURSES OF STUDY.

	BUSINESS COURSE.	ENGLISH COURSE.	GERMAN COURSE.
FIRST YEAR.	English or German..... 4	English Lessons and Grammar..... 4	German Lessons and Grammar..... 4
	Bookkeeping, Commercial Correspondence and Geography 5	Physiology, (16 Weeks) Physical and Commercial Geography, (24 Weeks)..... 5	Physiology, (16 Weeks) 5 Physical and Commercial Geography, (24 Weeks)..... 5
	Algebra ..... 5	Algebra ..... 5	Algebra ..... 5
SECOND YEAR.	English or German..... 5	English—Shakespeare	German — Schiller's
	Arithmetic, (Rapid Calculations)..... 5	—Mythology ..... 5	Tell — Andersen's Bilderbuch ohne Bilder ..... 5
	Geometry ..... 5	Arithmetic ..... 5	Arithmetic ..... 5
	Bookkeeping, Commercial Law, etc..... 3	Geometry ..... 5	Geometry ..... 5
JUNIOR YEAR.	English or German..... 5	English Literature..... 5	German — Schiller's
	Physics..... 5	Physics..... 5	Jungfrau von Orleans ..... 5
	Chemistry or Astronomy..... 3	Chemistry or Astronomy..... 3	Physics..... 5
	Algebra, (First Half Year)..... 3	Algebra, (First Half Year)..... 3	Chemistry or Astronomy..... 3
	Trigonometry or Botany, (Second Half Year)..... 3	Trigonometry or Botany, (Second Half Year)..... 3	Algebra, (First Half Year) Trigonometry or Botany, (Second Half) ..... 3
SENIOR YEAR.	English or German..... 5	American Literature and Rhetoric..... 5	German Literature..... 5
	Civics and Political Economy..... 4	Civics and Political Economy..... 4	Civics and Political Economy..... 4
	History..... 4	History ..... 4	History..... 4
	Reviews — Mathematics and Grammar..... 4	Reviews — Mathematics and Grammar..... 4	Reviews — Mathematics and Grammar..... 4

REMARKS—English Literature (5 hours) may be taken in place of the higher Mathematics in the Junior Year of the German and Latin Courses.

The figures in the columns denote the number of recitations per week.

HIGH SCHOOL COURSES OF STUDY.

LATIN COURSE.	LATIN-GERMAN COURSE.	LATIN-GREEK COURSE. (Classical Course.)
	COLLEGIATE PREPARATORY COURSE.	
Latin Lessons and Grammar..... 4	Latin Lessons and Grammar..... 4	Latin Lessons and Grammar..... 4
Physiology, (16 Weeks) 5		
Physical and Commercial Geography (24 Weeks)..... 5	German Lessons and Grammar..... 4	English Lessons and Grammar..... 4
Algebra..... 5	Algebra..... 5	Algebra..... 5
Latin—Cæsar..... 5	Latin—Cæsar..... 5	Latin—Cæsar..... 5
Arithmetic..... 5	German—Schiller's Tell and Anderson's Bilderbuch ..... 5	Greek Lessons and Grammar..... 5
Geometry..... 5	Geometry..... 5	Geometry..... 5
Latin—Cicero..... 5	Latin—Cicero..... 5	Latin—Cicero..... 5
Physics..... 5	German—Schiller's Jungfrau von Orleans..... 5	Greek—Anabasis..... 5
Chemistry or Astronomy. .... 3	Physics, (First Half Year)..... 5	Physics, (First Half Year)..... 5
Algebra, (First Half Year) Trigonometry or Botany, (Second Half Year)..... 3	Physics or Literature, (Second Half Year)... 5	Physics or Literature, (Second Half Year)... 5
Latin—Virgil and Ovid 5	Latin—Virgil and Ovid 5	Latin—Virgil and Ovid 5
Civics and Political Economy ..... 4	German Literature..... 5	Greek—Homer—Sight Work..... 5
History..... 4	History and Mythology ..... 4	History and Mythology ..... 4
Reviews — Mathematics and Grammar..... 4	Reviews — Mathematics and Language .... 4	Reviews — Mathematics and Language..... 4

The number of volumes in the library was 66,920. The number of books circulated was 280,815. The receipts on account of this fund were \$35,231.52. The expenditures were \$23,549.08, leaving a balance on hand of \$11,682.44.

The number of pupils enrolled at the evening schools during the year was 2,719, and the average attendance was 944.2. Mr. August Wetzel was supervisor of these schools; James W. McLane, special teacher of history and civics, and W. W. Jackson, special teacher of physiology and hygiene. The salaries paid to teachers of these schools were as follows: Supervisor, \$4.00 per night; special teachers, \$3.50; teacher of mechanical drawing, \$3.00, and regular teachers, \$2.00.

In the German department, the number of pupils enrolled was 15,415, and the average monthly attendance was 13,930, of which 8,651 were from German speaking families, and 5,279 from English speaking families. The number of classes was 427, of which 296 were special classes, and 131 exchange classes. The number of teachers employed in the department was 117.2, of which 46.2 were special teachers, and 71 exchange teachers.

The number of pupils enrolled in the High schools was 1,918, and the average daily attendance was 1,597.1.

During the year, the following buildings were completed:

South Case school.....	24	rooms
Giddings avenue school.....	16	"
Central High school, annex.....	18	"
Tremont school, annex.....	12	"
Kentucky school, annex.....	6	"

The Board of Education also contracted for the erection of the Fairmount school building.

The total value of land owned by the Board of Education at this time was \$843,496; the value of the buildings was \$2,128,428; the cost of the furniture was \$166,360; the cost of heating apparatus was \$263,875, making the total value of land, buildings, furniture, and heating apparatus \$3,402,159.

The seating capacity in all the schools would accommodate 48,468 pupils.

The number of youth in the city between the ages of six and 21 was 80,745. The total number of teachers employed was 784, of which 43 were men and 741 women. The total number of pupils enrolled in the schools was 38,314, and the average daily attendance was 28,462.2. The total receipts for the year were \$1,099,860.39, and the disbursements were \$1,057,978.61, leaving a balance of \$41,881.78.

A blacksmith shop was fitted up on the ground floor of the old West High school building, at the commencement of the year 1891-92, for the use of the West Manual Training school. Fifteen forges of the best kind, and all necessary aids and tools were provided. Work in the blacksmith shop constituted the second year's work of the course.

The training department of the Normal school now consisted of 12 regular schools of from 45 to 55 pupils each. These schools were located as follows: Six in the Normal school building, four in the Brownell building, and two in the Rockwell building. "A professional teacher is placed in charge of each two rooms," says Mr. Day in his last annual report, "the actual teaching being done by the young ladies from the Normal school, each one having entire and responsible charge of the school, not only in teaching, but in managing and disciplining as well, for a period of four, five or more weeks, according to the size of the Normal class. All this is done under the immediate and authoritative supervision of the training teacher, subject also to the inspection and criticism of the principal of the school and the superintendent of instruction. The smaller the Normal school the better the training department."

Concerning some changes that had been made in the Grammar and Primary course of study, Mr. Day says in his report for the year: "Recently the work in arithmetic has been considerably reduced, the work in geography materially cut down, history placed on a more intelligent basis, grammar practically confined to the Seventh and Eighth grades, and the work in language emphasized, broadened

and deepened in all the grades. A beginning has been made in the improvement of reading. Supplementary readers have been authorized for the first three years."

The Board of Education in the winter of 1891-92 purchased the following selections from the Riverside Literature Series, for the use of the Seventh grade, the books being changed from school to school each month:

Birds and Bees.....	Burroughs.
Sharp Eyes .....	Burroughs.
Tanglewood Tales .....	Hawthorne.
Wonder Book .....	Hawthorne.
Succession of Forest Trees.....	Thoreau.
A Hunting the Deer.....	Warner.
My Hunt After the Captain.....	Holmes.
Waste Not, Want Not.....	Edgeworth.
Courtship of Miles Standish.....	Longfellow.
Rip Van Winkle.....	Irving.
Poor Richard .....	Franklin.
Rules of Conduct .....	Washington.
Tales of the White Hills.....	Hawthorne.
Snow Bound .....	Whittier.

Harper's First, Second and Third Readers were used as supplementary readers in the First, Second and Third grades.

For the four years preceding the school year 1891-92, efforts had been made in nearly all the school buildings to establish school libraries. The Board of Education furnished a book-case and an unabridged dictionary for each building. Contributions of money and books of reference were permitted to be made on Library day, the day preceding Thanksgiving. Special entertainments were given now and then to raise funds for the library, but as these entertainments interfered with the school work they were not looked upon with favor. Many books of travel, biography, natural history, poetry, etc., were added to the school libraries in these different ways. Concerning the work the public library was doing to aid the schools, Superintendent Day says:

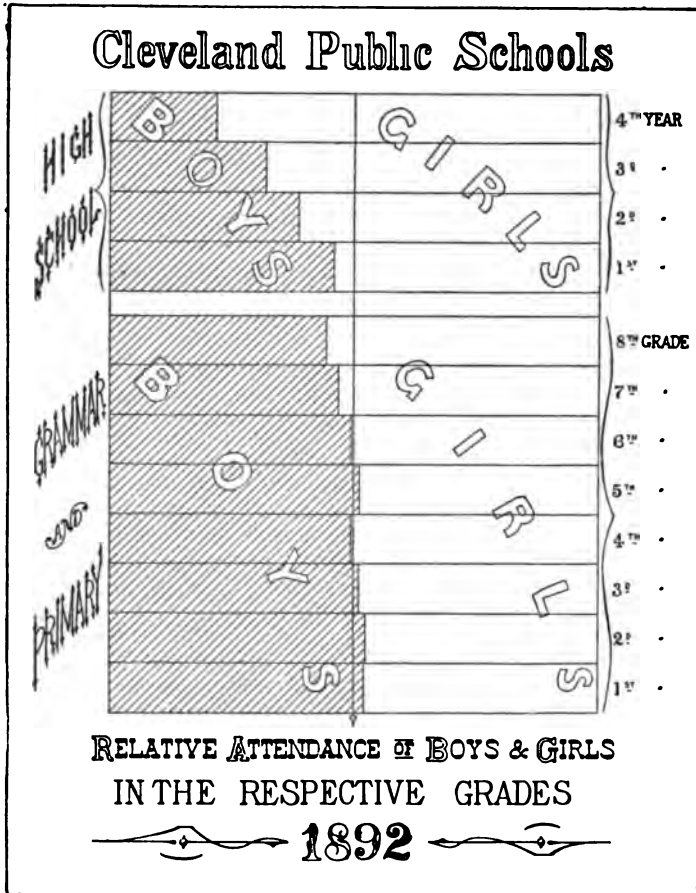
"Through the wise provisions made by the Public Library Board, ably seconded by the librarian, Mr. W. H. Brett, the schools have been well supplied with reading matter, other than that authorized by the Board of Educa-

tion. Each teacher has been allowed to draw from forty to fifty books, the number depending upon the size of her class, for use in her school. These she has been allowed to retain during her pleasure, but not beyond the school year. An agent of the public library visits these schools monthly, examining and checking up the books in order to prevent injury or loss. The outside reading of pupils has been largely controlled in this way, and many have been led to lay aside trash and read that which is of some value. By judicious questioning on the part of the teacher in connection with the reading and language work, it has not been found difficult to interest pupils in good reading. Great credit is due Mr. Brett and the Library Board for this excellent arrangement."

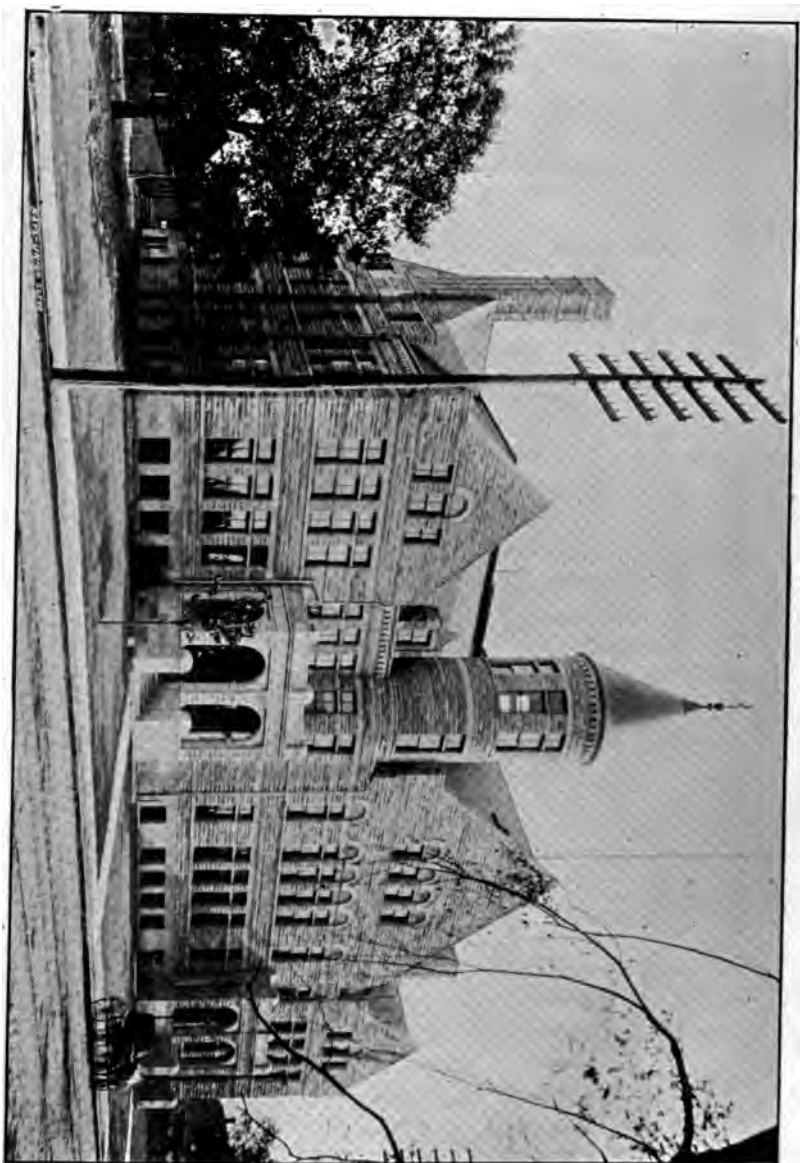
The buildings erected during the year were the Sackett, Warren and Woodland buildings, at a total cost of \$162,781. The number of pupils enrolled in the High schools was 2,025, and the average daily attendance was 1,709.6. The Newburg branch High school was still maintained, instruction being given there for the first two years' work. Concerning the High school work for the year, Mr. Day said: "The excellent standard of High school work has been fully sustained. Aside from the introduction of the Business course in the Central school (it having been introduced in the West High last year), no especial change has been made in the course of instruction. The English course as at present arranged and conducted seems to be growing in popular favor. The number of High school graduates who enter higher institutions of learning is increasing year by year. Annually, large numbers, comparatively, enter Adelbert, Case, Yale, Harvard, Smith, Vassar, Michigan, Williams, Columbia, etc."

The most important event in the history of the library for the year 1891-92 was the opening of a branch library on the West Side. The branch was located on the second floor of No. 562 Pearl street. It was formally opened to the public on March 12, 1892. Five thousand volumes were placed in the branch at the opening, which number was increased, by purchases, to 5,628, at the close of the year on August 31, 1892. The total number of volumes in the library was 72,078. The circulation at the main library

during the year was 259,693 volumes. At the branch library the circulation, from March 14 to August 31, was 26,890 volumes. The receipts on account of this fund were \$41,727.83. The expenditures were \$28,225, leaving a balance on hand of \$13,502.83.



The number of pupils enrolled in the German department was 14,854. The average monthly attendance was 13,984, of which 8,951 were of German parentage and 5,033 were of English parentage. The total number of classes



SOUTH HIGH SCHOOL.





was 425, as follows: Twenty High school classes, 279 special classes, and 126 exchange classes. The number of teachers in this department was 122, of which 47 were special teachers, 70 exchange teachers, and five High school teachers.

The total number of youth in the city between the ages of six and 21 was 83,066. The number of teachers employed was 801, of which 36 were men, and 765 women. The number of pupils registered in the schools was 39,813, and the average daily attendance was 29,633.2.

At the close of the year, Mr. Day retired as superintendent. Concerning his retirement, he says, in his last annual report: "In severing my connection with the public school work of our city, it would afford me pleasure to give expression to the sentiments of gratitude which throng for utterance, for that generous support which has been so constantly accorded me in the discharge of my public duties. But I am not able to find words with which, suitably, to express myself.

"It has been my great good fortune to be connected, directly, with the work of public education in our city for twenty-four consecutive years. During that time the cause of education has steadily advanced everywhere. Especially is this true of public school work in the larger towns and cities. It has been the ambition of our city to stand well in all that is meritorious—to lead, as far as possible, in all legitimate directions. That we have succeeded, in a measure at least, is shown by the many comments of leading educators, both American and foreign, by the diplomas of honorable mention received from various quarters and by medals received on several occasions."

## CHAPTER XVII.

**Federal Plan—Director Sargent—Sinking Fund Commission—Andrew S. Draper is Appointed Superintendent—Authority of Principals is Enlarged—Rules for Appointment of Teachers—Reorganization of Supervisory Force—Many Other Changes—Celebration of Columbus Day—Columbian Exposition Exhibit.**

The Ohio legislature, on March 8, 1892, passed an act for the reorganization of the Board of Education of Cleveland. Under this act, all legislative authority is vested in a School Council of seven members elected at large, and all executive authority is vested in a school director elected by the people. The duties of both the executive and legislative departments are clearly defined.

The School Council has power to provide for the appointment of all necessary teachers and employes, prescribe their duties, and fix their compensation. It must approve of all contracts, involving the expenditure of more than \$250, and has authority to change or adopt any text book. The building, enlarging, repairing, or furnishing of any school building, the cost of which will exceed \$1,500, must also be determined by the School Council.

The school director must attend all meetings of the School Council. He must approve all acts of the council requiring an expenditure of money, or the purchase, sale, lease, or transfer of property, or levying any tax, or the change or adoption of any text book. Such acts, however, may become operative by a subsequent vote of two-thirds of the Council, notwithstanding the director's veto. He may make purchases or contracts not exceeding \$250 at any one time without asking the Council for authority. He has the appointment of the superintendent of instruction, subject to the approval of the Council. He has authority to accept or reject all bids, approve the purchase of all supplies, and

determine the fitness and competency of employes. He is paid a salary of \$5,000 a year, and must give all his time to the work. The superintendent of instruction appoints the teachers and his assistants, and has general charge of the educational end of the schools.

The first election under the new law occurred in April, 1892. H. Q. Sargent was elected director. A School Council of seven was elected at the same time. The new officers took charge of the Cleveland schools on April 8, 1892.

During the year, the School Council decided to erect four new buildings on the Hough, Madison, Stanard and Dunham school lots. The bondsmen of Thomas Axworthy, the defaulting treasurer, effected a settlement with the School Council by which the entire principal of the stolen money was recovered, but without interest. The defalcation resulted in a large increase in bonded indebtedness. It was therefore decided by the School Council that any money recovered from Mr. Axworthy's bondsmen should be applied to the payment of the bonded debt.

At the request of the School Council, the General Assembly on March 18, 1893, passed an act establishing a sinking fund to provide for the bonded indebtedness of the Board. S. W. Sessions, Myron T. Herrick, Albert L. Withington, William F. Carr, and William J. Morgan were appointed sinking fund commissioners under the act. They serve without compensation, and can only be removed for cause.

More stringent rules regarding the payment of tuition fees by non-resident pupils were adopted during the year, and resulted in an increase of the total amount of tuition collected from \$905, in 1891-92, to about \$3,000, in 1892-93.

One of Mr. Sargent's first acts as director was to appoint Andrew S. Draper, of New York, superintendent of instruction. Mr. Draper had been commissioner of schools of New York state and was looked upon as an able educator.

The new superintendent assumed charge of the schools on May 25, 1892. He entered upon the work with great enthusiasm, and throughout the year 1892-93 introduced a

large number of changes in the methods of doing work. The first thing that received his attention was "the extent to which everything was done in the central office." In his first annual report, Mr. Draper said concerning this matter:

"All authority was exercised in the central office; none was delegated. The principals were such only in name. Aside from transmitting the directions of the superintendent and collecting and returning reports, they apparently had no higher or different function than had any other teacher. They were not charged with responsibility, nor even with knowledge, concerning the management or the methods of the teachers in their buildings. All details, no matter how remote, were managed directly from the office. For instance, children were promoted from grade to grade on the direction of the superintendent, and he was besieged by disappointed parents to relieve them from the results of a failure of their children to sustain themselves in the schools. When this was done, it worked demoralization to the whole system. If a child was mischievous or disobedient, he was sent down to the office for discipline. As a result the superintendent's office seemed clogged with mere details of small consequence, which could be determined in the several buildings more justly and expeditiously and with less annoyance to persons concerned and less friction to the school system."

Mr. Draper corrected this state of affairs by enlarging the responsibility of the principals of the school buildings. "The principals were therefore directed," says Mr. Draper, in his annual report, "to exercise a general care over their buildings and a general oversight of all the schools therein; to keep themselves informed as to all details; to see that all the regulations and the directions of superior officers were fully complied with; to aid associate teachers with suggestions and advice where practicable; and to report to the superintendent or a supervisor any unbecoming conduct or any inefficient work on the part of a teacher, or any other matter which they could not remedy themselves and to which, in the interests of the schools, the attention of the superintendent's office should be called. They were not charged

with responsibility for methods of instruction, but were required to keep themselves informed as to the work of each teacher in order that the office might be advised as to the points requiring the earliest attention and the most help."

Superintendent Draper found that politics had worked its way into the schools to a large extent, and that teachers had been appointed by reason of personal or political influence. He believed that, in this way, a number of teachers had secured positions in the schools, and were then teaching, who were not competent. In appointing teachers, he decided to be guided by the following general rules which he had inserted in the superintendent's regulations:

"6. REAPPOINTMENTS.—Teachers who are already employed will be continued except for cause, and those whose services it is deemed advisable to continue will be so notified before the close of schools in June, and requested to file an acceptance of appointment. A failure to file such acceptance for more than ten days will be deemed equivalent to a declination."

"7. NEW APPOINTMENTS.—Additional teachers will be appointed when necessary. Vacancies in the High schools will be filled by the appointment of teachers of the highest competency and the best special adaptation to the particular work to be performed, whose services are available."

"In making appointments in the elementary schools, it will be the aim to secure the services of some persons of experience and proved competence who have been notably successful as teachers in other places. Aside from such persons, and in choosing among beginners, preference will be given to the graduates of the Cleveland High schools, who, in addition to their course of academic instruction, have been specially and professionally trained for this service in the Cleveland Normal Training school. No person will be appointed without specially successful experience as a teacher, or who has not completed an academic course of study equivalent to that provided at the Cleveland High schools, and in addition thereto, a professional course equiv-

alent to that at the Normal Training school, unless the demand exceeds the supply."

"This plan worked well," says Superintendent Draper. "The rules give confidence to all progressive teachers already in the service, that they will be continued and protected and make a perfect answer to incompetent or unprepared candidates seeking employment. At times during the last year, and particularly in the upper grades, 'the demand did exceed the supply,' and it was frequently difficult to find competent teachers to equip the schools."

He reorganized the supervising force. None of the former supervisors, save Edwin F. Moulton, were reappointed, for the reason, Mr. Draper said, that "their ways were not my ways, and they would not readily come into sympathy with me."

The supervisors who thus left the schools were very effective in their work. Miss Clara Umbstaetter was appointed a supervisor in 1885, and Miss Brennan entered the supervising corps in 1878. The other supervisors who left had also served for many years.

Jay D. Stay, A. M., was made assistant superintendent. Paul E. Lauer, Ph. D., was appointed a supervisor. The supervision of the Primary schools was given to Miss Ellen G. Reveley, who for many years had been principal of the Normal Training school. Joseph Krug, professor of German at the Central High school, was appointed supervisor of German. This force, together with Mr. Moulton, who was reappointed supervisor, constituted the supervisory force of the public schools, during Mr. Draper's first term. February 21, 1893, Supervisor Lauer died.

Superintendent Draper decided that the teachers needed "energizing." He at once set about this work. He organized the "Principals' Round Table," which met at the assembly rooms of the Board of Education, the first Wednesday evening of each month. Of this organization, Mrs. Jennie B. Johnson, principal of the Brownell street school, was president, and Miss Grace Bernard, principal of Fairmount school, was secretary. At meetings of the Round Table, informal discussions were had. A schedule of regular teachers' meetings, prepared by Superintendent

Draper, provided for four general meetings during the year, of the whole force, and twice as many more for teachers of each separate grade. These meetings were led by the superintendent or a supervisor. Meetings of teachers were also held in each building at stated intervals, for instruction by special teachers in physical culture. At the Normal school, meetings were held by the special teachers for the instruction of such as were found to be especially deficient in music, drawing, penmanship, or physical culture. Many clubs were formed among the teachers of the several buildings or neighborhoods, for pedagogical study or self-improvement. An amendment to the statute touching institute moneys, was passed by the General Assembly during the winter, placing at Superintendent Draper's disposal funds to bring leading educators to Cleveland to assist at some of the general teachers' meetings. Superintendent Draper thought that this method of instructing the teachers in their work, and on keeping them informed on general educational lines, was much better than holding an institute of a week, once a year as had been done. A class in University extension work was organized, attended by about 400 of the teachers. Dr. Frank M. Comstock, of Western Reserve University, gave the class a course of ten lectures, covering the development of American literature from the first settlement up to that time. After that course was completed, Professor Thomas R. Lounsbury, an eminent Shakesperean scholar of Yale University, gave them three lectures upon Shakespeare. A teachers' reading room was fitted up in the school headquarters, and the leading educational publications of the country, and the more prominent ones of England, France, and Germany were placed on file. Superintendent Draper also arranged to have established in the public library, a pedagogical department, which was well patronized by the teachers during the year. At the close of the year, he invited the members of the teaching force to make a brief statement to him in writing, as to what they had done during the year for self-improvement and professional advancement. Of 850 teachers, 761 responded. Their statements were placed on file.



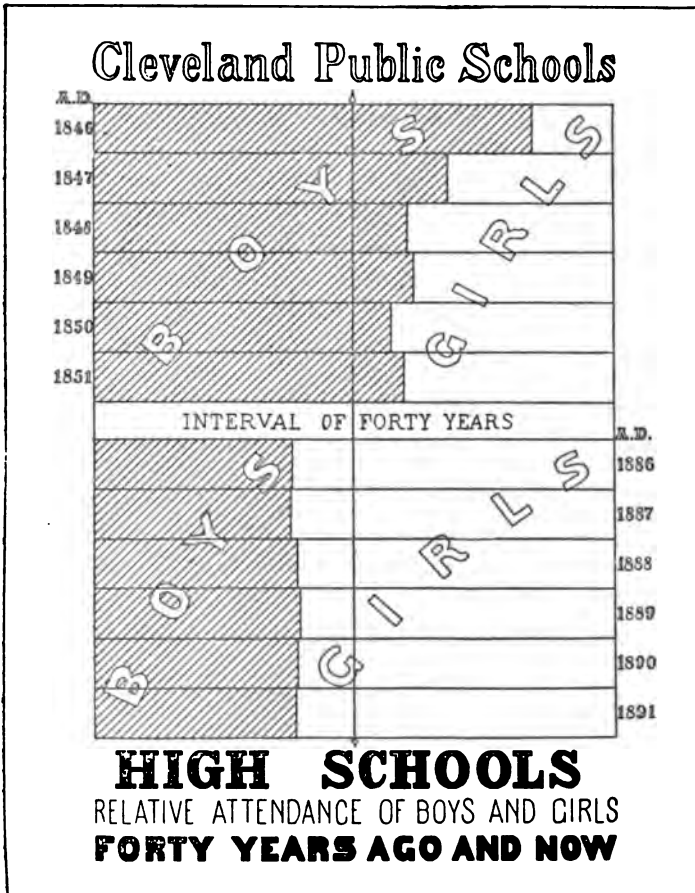
The salaries of specially experienced and expert teachers in the first grade were raised by the Board of Education during the year, so that they were equivalent to the salaries paid in the highest grades. An examination made previous to the raising of these salaries disclosed the fact that there were 57 teachers who had taught in the first grade five years or more, and that there were 29 who had done so for more than 10 years. These teachers had been denied promotion, owing to the fact that they were very successful teachers in primary work. The Board therefore raised their salaries.

Owing to the insufficient accommodations of the Normal Training school, the number of new pupils entering each year was limited to 80. It was believed that this number would supply all the teachers needed for the Cleveland schools, and that it was not the right policy for Cleveland to educate teachers for any other purpose than for work in her own schools. None but graduates of the High schools were admitted, unless the number of such graduates applying for admission fell below 80. The course of study was extended from one year to one year and a half.

Superintendent Draper changed the names of the grades in the schools below the High school from D, C, B, and A Primary, and D, C, B, and A Grammar, respectively, to first, second, third, fourth, fifth, sixth, seventh, and eighth grades. He thought that this change would result in less confusion.

Examinations as the test for promotion from one grade to another grade, in the schools below the High schools, was abolished during the year. Superintendent Draper ordered that there should be no daily markings of pupils, save for attendance, and that each teacher at the close of each month, should enter in her record a mark indicating her best judgment of the regular work of the pupil during the preceding month. On the first of June, she was required to certify a list of pupils, whom she believed were entitled to promotion, and that, with the approval of the principal, they should be promoted at the end of the year. The decision of the teacher, and the approval of the principal was final in the first and second grades. A parent, dissatisfied with the decision in

regard to a pupil, in grades higher than the second, might request a written examination of his child, and if the required standard was reached at the examination, the child was promoted. Promotion from the Elementary schools to the



High schools was still determined by a written examination, which was averaged with the monthly records, made by the teacher. Superintendent Draper's reasons for maintaining the examinations between the Elementary schools and High schools as given in his first annual report, were as follows:

"It was deemed advisable to continue an examination, to count equally with the recommendation of the teacher, between the Elementary schools and the High schools. The reasons for this were (a) to retain a record test of the work of the several Elementary schools, (b) to aid the judgment of teachers and equalize the standards in the different schools, (c) to emphasize the importance of entrance to the High schools, and (d) because the pupils were of sufficient age and were sufficiently advanced to make it justifiable and practicable."

Some slight changes were made during the year in the amount and character of the work to be accomplished in some studies. On this subject, Superintendent Draper says:

"Some of the arithmetic work has been eliminated. There has been and will be no diminution of attention or drill upon the fundamental principles and processes. Indeed, the time devoted to the subject has not been shortened and it will have even greater care. But some of the special lines, such as the extended work in denominate numbers, decimal fractions, exchange, banking, stocks, insurance, etc., which occupy so much time and have little or no disciplinary value and are frequently so discouraging, and which are either of small practical use in life or cannot be taught in the schools so as to be of practical use, and which at a later day may be quickly learned if there is occasion to do so, have been discontinued."

"The English work has been emphasized, some of the simpler sciences introduced into the Elementary grades, a light line of history put in the work of the grades from the third to the seventh, the drawing has been revised to support the manual training, etc."

"This will suffice for the present to show the trend. It is not experimental; it is but following the lead of the most thoughtful and experienced educators and the best schools of the country, a lead which has been induced by social and industrial conditions and by the logic of events. It is confidently believed that the changes will give added interest and greater power to the work of the schools, and a more practical preparation for the duties of life."

During the year, the Board of Education purchased a site on Cedar avenue, near Willson avenue, for a Manual Training school building. The lot and building cost the city about \$65,000. The new building is a fine stone structure.

The Board of Education decided to introduce manual training into the Elementary school course, believing that if the mechanical instinct was to be developed, the instruction must be undertaken before the child reached the High school. Another reason for the introduction of the work into the lower grades was the fact that a great number of scholars who would be most benefitted by manual training, left the schools before they reached the High school.

On the fifteenth day of May, 1893, the School Council unanimously adopted a report, providing for a complete change in the manual training work. The following plan for the introduction of the work in the lower grades was drawn up by Superintendent Draper:

"Stick-laying, paper folding and cutting, the drawing of patterns for the construction of objects in paper or paste-board, moulding in sand, modeling in clay, outlining with the needle, simple sewing work and kindred employments will be gradually introduced into all of the schools of the four Primary grades.

"In the Grammar grades the work will at the start be limited to certain buildings, and extended to others as it may seem practicable to do so.

"Knife work and sewing will be given to the fifth and sixth grade classes of Broadway, Walton, Sterling, Madison, Brownell and Gordon schools. In the seventh and eighth grades light bench work and cooking will be taught to classes from Outhwaite, South Case, Giddings, Lincoln, Hicks, Tremont, Detroit, Waverly, Kentucky and Orchard schools.

"The work of the fifth and sixth grades will be given by the regular teachers in their respective rooms. The seventh and eighth grade work will require special teachers and equipments, and rooms are being arranged at Outhwaite and Hicks schools for both bench work and cooking, to which classes will go from the other buildings.

"The knife work of the fifth and sixth grades involves the use of the knife, rule, square, compass and pencil in the construction in wood of simple, familiar objects based upon geometrical forms. The sewing work of the fifth and sixth grades is built upon the foundation already laid by the simple work of the fourth grade, teaching the use of the needle, thread and thimble and practice in the various stitches required in plain sewing. The bench work of the seventh and eighth grades will consist of a course of simple exercises embodied in a series of models of objects in daily use, the construction of which will require the understanding of and ability to use a complete set of the principal hand wood-working tools. The cooking school work of the seventh and eighth grades consists of a series of thirty-four complete lessons in plain cooking.

"Throughout the Manual Training work the general education of the child will have the first consideration, and that work will be directed so that it will harmonize with and assist in every way possible the other school studies."

In this connection, Frank Aborn, the drawing master, reorganized the drawing work, so that it would lead up to, and support the manual training work.

Superintendent Draper urged the establishment of a Kindergarten system in the city schools, as soon as it could be provided for. To this end, the Board of Education authorized the training of Kindergarteners in the Normal school. A special Kindergarten teacher was secured for the purpose of introducing this work into the latter school.

During the year, the use of the works of standard authors for reading in the Elementary grades was started. Supervisor Lauer was active in securing this innovation. Sixty copies of the following books were purchased:

FIFTH GRADE.

Alcott's Little Women.  
Defoe's Robinson Crusoe.  
King's This Continent of Ours.  
Longfellow's Hiawatha.  
Scudder's Fable and Folk Stories.  
Wright's Seaside and Wayside.

SIXTH GRADE.

Butterworth's Zig-Zag Journeys in Europe.  
Hale's Man Without a Country, and Other Stories.  
Hawthorne's Wonder Book.  
Irving's Sketch Book.  
Kingsley's Madame How and Lady Why.  
Longfellow's Evangeline.

SEVENTH GRADE.

Bryant's Ulysses Among the Phaeacians.  
Chase and Clow's Stories of Industry.  
Goldsmith's Vicar of Wakefield.  
Stowe's Uncle Tom's Cabin.  
Taylor's Boys of Other Countries.  
Tennyson's Enoch Arden, In Memoriam, and Favorite  
Poems.

EIGHTH GRADE.

Dickens' Christmas Stories.  
Hughes' Tom Brown.  
Plutarch's Lives.  
Scott's Ivanhoe.  
Scott's Lay of the Last Minstrel.

These books accommodated about half the grades that were sufficiently advanced to use them. Every few weeks, the different sets of books were moved around from one school to another. Near the close of the year, the following sets of books were purchased for the use of the schools the next year:

Dicken's Tale of Two Cities.  
Prose Passages from Parkman.  
Proctor's Light Science for Leisure Hours.  
Holmes' Autocrat of the Breakfast Table.  
Shakespeare's Hamlet.  
Ballou's Footprints of Travel.  
McCook's Tenants of an Old Farm.  
Cooper's Last of the Mohicans.  
Church's Stories of the Old World.  
Fisk's Washington and His Country.  
Bolton's Famous American Authors.

- Johonnot's Ten Great Events in History.  
 Stoddard's Life of Lincoln.  
 Dunton's The World and Its People. (Books III, IV,  
 and V.)  
 Buckley's Fairy Land of Science.  
 Black's Story of Ohio.  
 Warner's Being a Boy.  
 Boyeson's Modern Vikings.  
 Ruskin's King of the Golden River.  
 Holmes' Grandmother Stories.  
 Thoreau's Succession of Forest Trees.  
 Irving's Rip Van Winkle.  
 Hawthorne's Tanglewood Tales.  
 Burrough's Sharp Eyes.  
 Burrough's Birds and Bees.  
 Holmes' My Hunt After the Captain.  
 Hawthorne's Tales of the White Hills.  
 Hawthorne's True Stories of New England. (Parts I,  
 II and III.)  
 King's The Land We Live In.  
 Giberne's Among the Stars.  
 Anderson's Part II.  
 Edgeworth's Waste Not, Want Not.  
 Longfellow's Hiawatha.  
 Franklin's Poor Richard.  
 Longfellow's Courtship of Miles Standish.  
 Lowell's Vision of Sir Launfal.

It was decided that the first lot of books should be used the year 1893-94 by those schools which did not have them the first year they were introduced, and that the new lot of books purchased would be used by the pupils that had used the first set. The lives and characteristics of the authors were studied in connection with the reading matter.

The pupils of the Cleveland schools observed Columbus day on the 21st of October, 1892, that being the 400th anniversary of the discovery of America by Columbus. This celebration is described by Superintendent Draper in his annual report, in the following words:

"At nine in the morning the children were assembled in the yard at their several buildings and participated in unfurling the flag, and with uplifted hand all pledged loyalty and devotion to it. This was performed with a felicitous ritualistic ceremony and with the assistance of committees of the Grand Army of the Republic.

"Immediately after the flag raisings the several schools, in their separate rooms, held exercises appropriate to the occasion which were of deeper interest because of the study all the schools had given to the life and character of Columbus and the history of his voyage and discovery during the previous weeks. The parents were invited to these exercises.

"At 12 o'clock, the students of the High schools and the children of the four upper grades of the Elementary schools assembled and either marched, or were brought on the street railway lines, to the center of the city, where great meetings were held in seven of the public halls and churches and addressed by prominent public speakers. At these meetings the children occupied the main part of the buildings, prominent citizens occupied the platforms, and the music and addresses were of a character calculated to enforce patriotic lessons suggested by the day's celebration.

"At the close of these meetings there was a mammoth street parade by all the boys of the High schools and the four upper grades of the Elementary schools. Each school was represented by a beautiful banner, and many wore uniforms specially prepared for the occasion. All carried flags. Music was plentiful and inspiring. The marching was so soldierly as to win the enthusiastic applause of such a multitude as Cleveland never saw on her streets before, and particularly of the veterans of the Grand Army whose efficient aid in preparing for and supervising the notable parade will be long and gratefully remembered. At the close of the parade the column was reviewed in front of the City Hall by Mayor William G. Rose, the grand marshal of the day, General M. D. Leggett, and his staff, and by the school officials. This great feature of the day will be pleasantly remembered, and the story will be repeated in glowing



words to ready listeners through more than one generation of Cleveland boys and girls.

"The day's celebration was fittingly brought to a close by a great mass meeting of citizens in Music Hall in the evening. A chorus of school children occupied the platform and the addresses had for their theme the growth and the beneficent work of the public schools. The music was uplifting, and the theme was illuminated in eloquent and patriotic words to a great audience whose love of country and of her most distinguished institution knew no bounds.

"Indeed, it was a great occasion for Cleveland and her public schools."

The public schools made a very creditable exhibit at the World's Columbian Exposition at Chicago, 1893. Concerning the exhibit, Director of Schools Sargent said in his report for the year 1893-94: "A very complete representation of the work of the schools was sent to the World's Columbian Exposition held at Chicago last year.. It embraced the work of all the grades and departments from the six-year-old beginners to the seniors in the High schools and the Manual Training schools. Such work as could be shown by manuscripts was put up in handsomely bound volumes. There was also included a quantity of articles from the manual training work, both of the Elementary schools and of the Manual Training shops. A collection of maps, both flat and in relief, which had been exquisitely made by the pupils, was shown. An opportunity was afforded for exhibiting much of the new work which had been commenced in the schools under the present administration. The exhibit was supplemented by photographs of both the exterior and interior of buildings and a series of graphic charts illustrating the history, growth and development of our public school system. The whole was skillfully and appropriately mounted and was well cared for and explained throughout the summer by teachers selected for that purpose."

The exhibit attracted much attention and favorable comment. Diplomas and medals were awarded on the five points of special merit.

Five boys' Unclassified schools were conducted during the year, in three different buildings. There were 49 commitments to these schools. In December of the school year, corporal punishment was abolished in the Unclassified schools.

The evening schools were not opened until January 3, 1893. There were 16 of these schools conducted as follows: Two for girls, 13 for boys, and one for industrial drawing. They were kept in these school buildings: Broadway, Clark, Fowler, Kinsman, Lincoln, Madison, Mayflower, Prospect, St. Clair, Tremont, Waverly, Woodland Hills, Marion, Orchard, Rockwell and Huck. The enrollment was 1,461. The average daily attendance was 568.

The number of volumes in the library was 79,610, of which 69,110 were in the Main library, and 8,751 were in the West Side branch. From the Main library 264,845 volumes were circulated, and 84,345 were circulated from the West Side branch, a total circulation of 349,190. The receipts on account of this fund were \$44,546.83. The expenditures were \$36,627.67, leaving a balance on hand of \$7,919.16.

The total number of pupils enrolled in the High schools was 2,036, and the average daily attendance 1,719.5.

The number of students enrolled in the German department was 16,413, and the average number belonging was 13,502.4, of which 9,158 were of German parentage, and 4,343.6 were of English parentage.

The total number of youth in the city between the ages of six and 21 was 84,958. The total number of teachers employed was 837. The total number of pupils enrolled was 41,953, and the average daily attendance was 31,324.5. The total receipts for the year ending August 31, 1893, were \$1,605,198.70, and the total expenditures were \$1,166,055.14, leaving a balance of \$439,143.56.

## CHAPTER XVIII.

**Detailed Course of Study—Science in Lower Grades—New Building for Central Manual Training School—An Addition to Normal Course—Opening of Deaf and Dumb School—Many Teachers Are Retired—Superintendent Draper Resigns.**

At the close of Superintendent Draper's first year of work in Cleveland, he prepared a detailed course of study for the schools. It covered over 90 closely printed pages. The new course of study attracted attention throughout the country, and was widely commented upon. The following year he again went over the course, and materially lengthened it, showing in detail the work to be accomplished by the pupils. The new course of study, or rather this revised course of study, covered 178 written pages. According to Superintendent Draper, the more important changes were "in the careful amplification of the science work and the manual training work which were last year first introduced in the Elementary schools, and these are very important. The literature work has been somewhat revised in order to adapt it better to the capacity of the several grades, and it has been somewhat extended. Brief courses in conduct and civics, in physiology, and in physical culture have been added."

Simple science work was introduced into the lower grades at the beginning of the year 1893-94. Henry C. Muckley, for several years assistant principal, and professor of science at the Central High school, was appointed supervisor for the purpose of putting this science work in the lower grades. What was done in this line during the year is told in Superintendent Draper's second annual report in the following words:

"First, let it be said that the purpose was not to make scientists of the children any more than the manual training work is to make carpenters of them. There was no thought

of bewildering investigations. It was remembered that there is unnecessary mystery in the popular mind as to what science and scientific study really are; and that there is a science for children as well as for savants. The purpose was to point the children's mind to the easily discernable facts of the physical and natural world for the purpose of quickening their minds and starting habits of thought and inquiry. Because they might not like such was no sufficient reason why it should not be undertaken, but it was at least one very good reason why it should be. It was to bring the children into close touch with nature in the confidence that it would not only arouse in them a desire to know more of nature and her laws and thus make them more intelligent men and women, but it would also arouse in them a greater love for nature and a greater reverence and awe for the God of nature and thus make them better men and women. It was also believed that it was a class of work which would draw teachers and pupils into closer and better relations and that it would thus not only heighten the interest of the children in a part of the work of the school, but also promote the efficiency of all the other work of the school and minister to the pleasure of all concerned. All of these expectations have been measurably realized.

"During the year, three distinctive sciences, in their simple phenomena, have one at a time, had special attention. First, astronomy, under which the sun, earth, moon, the planetary system, the principal stars and constellations of stars were observed and studied. The times of revolution in orbits and upon axes, their positions in the heavens with relation to each other, the changing points upon the horizon at which they rise and set, all the well known facts were hunted up and explanation sought. Fathers and mothers and maiden aunts and teachers were all kept busy trying to answer the questions which came to the minds of the children. The telescopes were all brought into requisition, the newspapers dwelt much upon astronomy, public lectures on astronomy were demanded and given, and for weeks astronomical subjects had a large share of the common thought of the city.

Then simple work in the science of physics was undertaken and some of the salient facts, and the laws which govern them, touching moving bodies, heat, electricity, etc., were presented, illustrated, and discussed. Later in the spring, botany was taken up, and proved highly fascinating. The children went hunting for material in the yards and gardens, some in the fields and woods beyond the city. When the weather became warm enough, whole schools were allowed to go botanizing, with their teachers, in the country. The microscopes were now in constant use, and revealed unthought-of mysteries to the fascinated children. The science of life was also touched upon. Birds, rabbits, frogs, mice, even snakes, were brought into the schools, and their characteristics of form and habit and movement studied. The children also got parts of animals from the butcher shops, such as the leg, shoulder, lungs, heart, etc., that the school might have object lessons upon the action of the parts and organs and be impressed with the sacredness of the life-principle which propels that action. The children will always get any material suggested and be happy in doing it, and they will have added interest because they did something to help the work on.

"The time allotted for this work was two periods per week of forty minutes each, and the same length of time has been allowed for the next year. So no one can say that it is allowed to monopolize much of the time; and no one can say that it has not sharpened the observation, quickened the thought, and increased the pleasure of the children, as well as energized all the other work of the schools."

Much was accomplished during the year in the way of introducing manual training into the lower grades. This work was in charge of Supervisor of Manual Training, William E. Roberts. Not as much was accomplished, however, as was hoped, owing to the fact that the construction of the East Manual Training school had so drawn upon the manual training funds, that but little money could be used for work in the lower grades. Concerning the steps taken to establish this new work in the grades, Superintendent Draper says:

"In the four Primary grades the work has been based upon the observation and construction of solid bodies by means of clay moulding, paper folding, outlining with needle, paper and cardboard construction work, and drawing. Incidentally the aesthetic taste was commenced to be developed by combining colors and arranging objects. In the fifth and sixth grades simple geometrical forms derived from the study of forms in the primary grades were cut in wood by the use of very simple tools (knife, rule, square, compass and pencil). This work was performed in the regular school rooms. While the boys were doing this the girls were given needle work, involving the principal stitches in plain sewing. All the foregoing was carried on by the regular class teacher under instruction from the supervisor, in grade meetings. In the seventh and eighth grades, the boys were given light bench work and the girls plain cooking, in rooms specially prepared and by teachers specially engaged for the purpose.

"In the Primary grades the work was extended to all the children of the city. In the fifth and sixth grades the knife work and sewing were limited to six buildings and in the two upper grades it was limited to centers to which the pupils of surrounding buildings were sent. It is expected that the number of centers will be so multiplied as to make the work available to all the pupils in the city as soon as there are funds for the purpose.

"In the Primary grades the time allowed to the manual training work at the beginning was from twenty minutes in the first to one hour in the fourth grade. Exclusive of supervision, the cost of providing the work for about 30,000 children was \$395.00 for permanent equipment and an annual expenditure of about \$400 for supplies, in the way of clay, paper, thread, paste, etc. In the fifth and sixth grades there were 750 boys and 745 girls and in the seventh and eighth grades there were 590 boys and 590 girls who received this work. The supplies, wood, drawing paper and sewing materials for the fifth and sixth grades cost \$83.00, or about five and one-half cents per pupil, the material for sewing costing about the same as for knife work. The supplies for

bench work and cooking schools was \$355.00. The equipment for knife work in six buildings cost \$272.00; the equipment for each of the bench work centers \$285.00, and for each of the cooking centers \$233.00."

The Central Manual Training school building on Cedar avenue, near Willson, was completed during the school year, and first occupied at the beginning of the spring term. It was equipped for the first two years' work. As there was no third year class, equipment for that part of the course was delayed until more funds were available. The teaching force of this school now consisted of Principal William C. Skinner, and three instructors. A number of skilled mechanics applied for positions in the Manual Training schools, but did not secure them. Superintendent Draper held that it required persons "of sound general education, and special pedagogical training to teach anything effectually," and that while the teachers in the Manual Training school must have as much mechanical skill as is practicable, they must also be trained in the "theories of manual training, and its relation to other school work and to all public interest, as well as in methods of arousing interest, transmitting knowledge and training the eye and hand to move exactly, and to freely express the results of a continually awakening intelligence." Successful teachers for the Manual Training schools were secured from the Massachusetts Institute of Technology, and from the Case School of Applied Science. In the new course of study, some slight modifications were made in the manual training work. Commenting on this, Superintendent Draper says: "An effort is made to give a little more artistic touch to the work. Clay modeling will be extended through the Primary grades and into the fifth and sixth grades, using as the basis, ornamental and nature forms. Color study and advanced construction work in cardboard will also be employed in these grades. The knife work and sewing of the fifth and sixth grades will be carried forward into the seventh and the bench work and cooking heretofore given the seventh and eighth grades, will, in parts of the city at least, be confined to the eighth grade. This will enable us to reach a larger number of pupils."

Physical culture was not taught in the schools during the year, owing to the failure of the School Council to appropriate money. Provision, however, was made to carry on the work during the year 1894-95. M. S. Hagar, A. M., a graduate of Williams' College, and instructor of physical culture in the University school of Cleveland, and Miss R. Anna Morris, of Des Moines, Iowa, were appointed as special teachers to take charge of physical culture work.

A great many college graduates were applying for positions in the schools. Superintendent Draper thought that it was desirable to encourage college-bred women to become teachers in the public schools. A twenty weeks' course was, therefore, established for college-bred women in the Normal Training school. The course covered the theories of teaching and practice in the schools. At the completion of the course, college-bred women were given positions in the Elementary schools, with the understanding that any vacancy in the High schools should go to a qualified member of the teaching force.

At the beginning of the year, a deaf and dumb school was opened, which was attended by about 20 pupils. John H. Geary, who was totally deaf, had charge of the school.

At the commencement of the year, Truant officer Alexander McBane reported to Superintendent Draper that there were many children living in the filth under the hill, near the Central market house. These children were so wild and degraded that it was impossible to send them to the regular schools. About 40 of them were collected, and a school opened for them in the Rockwell school building. W. L. Lippert, who had had charge of one of the Unclassified schools, undertook the instruction of these pupils.

Near the close of the first year in Cleveland Superintendent Draper evolved a plan for taking care of those pupils who were not qualified to be promoted with their class at the end of any year. He at once put the plan in operation. Concerning this plan he says:

"At the end of the year, the teacher decided which



pupils of her school were entitled to promotion, and these went in company to the grade above and formed a school of the grade for the ensuing year. Then the pupils who could not be promoted also went to the room of the grade above, but did not become members of that grade. They were kept by themselves, and formed what was called an advanced division of the grade below. The teacher is directed to give this advanced division very particular care, and see if she cannot encourage each of them to put forth special effort to catch up with the work of the grade above, in whose room they are. On the other hand, if there are some specially bright pupils in the new grade below, who can catch up with the advanced division of their grade, they are transferred to it. In this way the unpromoted pupils are spared some humiliation, they get special attention, they have the benefit of association in the same room with the work of the grade to which they formerly belonged, they will have the benefit of the presence of the specially bright pupils who come in from the grade below them, and they have to be accounted for in the reports, so that the superintendent can know how many there are of such pupils and where they are, and tell better what to do for them. If there were enough of the 'advanced division pupils' of any one grade to fill a room, they would not be kept together, but, for obvious reasons, would be distributed among the schools of the grade next above them."

Teachers were also allowed to promote any pupil at any time, whom she believed competent to take up the work in the next grade.

At the commencement of the year 1893-94 there were in all the schools 5,285 children in the "advanced grades" (i. e. children who could not be promoted with their class.) During the year, 1,939 of these pupils caught up with their class. There were 666 pupils sent back to the grade below, and 2,038 promoted to the grade above at the end of the year. There were 88 able to take the next higher advanced grade at the end of the year, 77 were restored to their regular grade, and 160 were carried over to form a part of the same advanced division the next year.

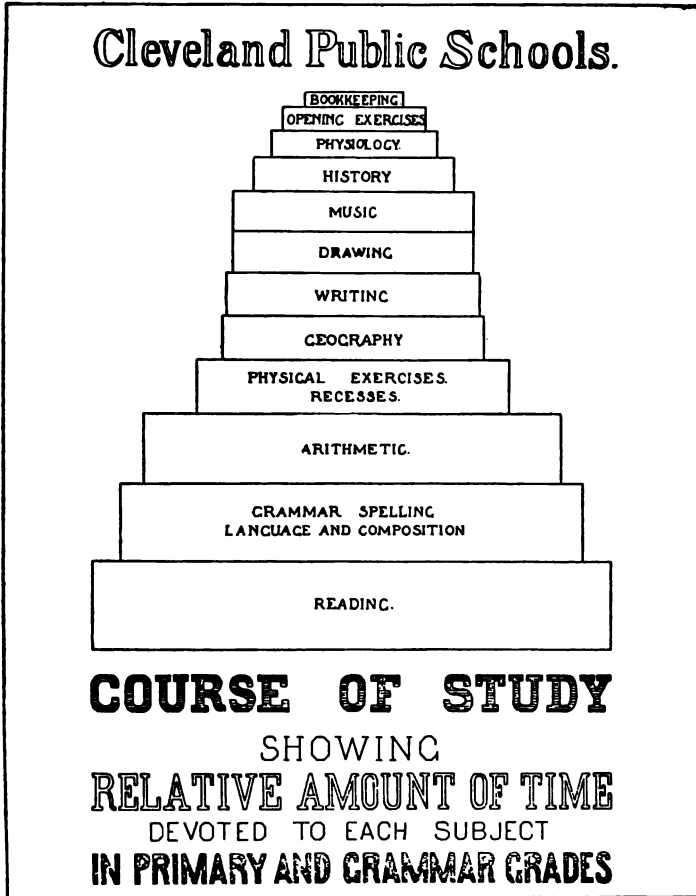
Superintendent Draper conducted an investigation to learn the reason why these 5,000 pupils were not able to be promoted at the commencement of the year. He says: "From data which have been collected from the teachers, it appears that the trouble in the cases of 1,600 of these pupils was irregular attendance. Of this number, 1,006 were irregular by reason of sickness, 484 by reason of the indifference of parents, and 110 by reason of poverty. There were 95 who were mentally defective. There were 163 who suffered from physical defects, such as deafness, nearsightedness, etc. There were 1,994 pupils who were slow and behind the others apparently because they had no power to apply themselves to work. There were 892 who seemed to be behind because of lack of preparation for the grade they were in, and 721 were back because of immaturity. The larger part of this latter number were in the first and second grades."

While corporal punishment had been officially abolished for many years, it was still inflicted in some of the schools. Teachers violated the rule prohibiting it, by shaking, slapping, and pinching scholars. Superintendent Draper issued an order instructing teachers never to touch a child in the way of punishment.

The Cleveland teachers did a great deal of traveling during the year, nearly all of them visiting the World's Fair at Chicago. During the spring vacation, more than 100 of them went to Washington and visited the places of public interest there. Both the President and Mrs. Cleveland received the party. Other small parties of teachers went to Boston, Toledo, Chicago, Indianapolis, St. Paul, and other cities to inspect school work. The Principals' Round Table and the University extension work were kept up during the year. Miss Reveley, supervisor of Primary work, organized several clubs among the Primary teachers, for self-improvement. One of their objects was the preparation of original stories for use in their school rooms.

During the two years that Superintendent Draper had been in office he had retired from 75 to 100 teachers in the service, on account of incompetency. For this, he was much criti-

cised by the friends of the teachers removed. At the conclusion of the two years he said that he was of the opinion that about all the incompetent teachers had been weeded out.



During the year, the supervisory force consisted of the following: Edwin F. Moulton, Henry C. Muckley, Ellen G. Reveley, Emma C. Davis, Joseph Krug and William E. Roberts as supervisors, and N. Coe Stewart, Frank Aborn and Ansel A. Clark as special teachers of music, drawing and penmanship respectively.

Buildings erected during the year were the South High school building on Broadway, near Fullerton, a new building for the Mayflower school, and alterations, enlargements, and additions to the Bolton, Kinsman, and Dunham avenue buildings. Thirty-six rooms were provided in all. When these new rooms were opened the following year, the Board of Education was enabled to vacate and discontinue the use of seven basement rooms, rooms in two attics, four small relief rooms, and ten rented rooms.

The number of volumes in the library was 90,802, of which 54,236 were in the Main library circulating department, 19,935 in the Main library reference room, 9,833 in the West Side circulating department, 1,026 in the West Side reference room, 3,840 in the Miles Park branch circulating department, and 225 in the Miles Park branch reference room. The total number of books circulated during the year was 532,648, of which 367,734 were issued from the Main library and 126,883 from the West Side branch, and 38,031 were issued for home use. The Miles Park branch library was fitted up during the year, but was not opened until early in September of the next library year. The total receipts on account of this fund were \$46,022.50; the expenditures were \$43,832.13, leaving a balance on hand of \$2,190.37.

The number of pupils registered in the German department was 16,850, or more than 38 per cent of the total number of pupils enrolled in the public schools. The average number belonging was 14,078, of which 9,649 belonged to the German department proper, and 4,429 to the English-German department. The number enrolled in the night schools was 1,257.

The number of youth in the city between the ages of six and 21 was 87,887. The number of pupils enrolled in the High schools was 2,232, and the average daily attendance was 1,906.3. The average number of teachers employed was 910. The number of pupils enrolled was 44,002. The average daily attendance was 33,406. The total cash receipts were \$1,710,502.87, and the disbursements were \$1,184,976.38, leaving a cash balance of \$525,526.49.

On May 10, 1894, Mr. Draper formally tendered his resignation as superintendent of the Cleveland public schools to School Director Sargent, he having decided to accept the presidency of the State University of Illinois. The next day, May 11, Director Sargent, in a letter to Mr. Draper, accepted the resignation. Mr. Draper's resignation was not effective until the close of the school year.

In closing his report for the year 1893-94, Superintendent Draper took occasion to detail in the following words the things which had been accomplished under his administration:

"1. Improper influence has been completely eliminated from the appointment of teachers. The principles which should guide the appointing power have been publicly declared and invariably observed. Promotions and assignments have been put wholly upon the basis of merit and adaptation and continuance has been dependent on competence.

"2. Teachers' meetings have been held regularly pursuant to a schedule announced at the beginning of the year.

"3. A 'Principals' Round Table' has been organized. The powers and functions of the principals have been greatly enlarged and the position has been made one of new consequence.

"4. A teachers' reading room has been opened and supplied liberally with the best educational literature.

"5. Courses of professional reading for the teaching force have been prepared and published and the books named therein have been secured through an arrangement with the Free Public Library.

"6. An entirely different and more sympathetic and helpful system of supervision has been established and greater freedom and more originality of action have been encouraged and secured.

"7. The theory of management of pupils by teachers has been wholly changed. The rigidity of military form and ceremony has been relaxed. The children have been trusted

more and given more liberty. The relations between teachers and children have been softened and made more stimulating. Spontaneity has been encouraged; control has been imposed only to the point of promoting instruction.

"8. A detailed course of study has been prepared and published here for the first time. It has since been wholly revised and republished. This work has been done upon a theory not heretofore recognized here to any extent, viz: that wherever practicable, the work must be of a kind which will have fascination for the child and that he must gain interest in it and do for himself what will be of most advantage for him. Branches have been more thoroughly correlated.

"9. The manual training work in some phase has been extended to all the grades of the Elementary schools.

"10. Cooking schools and sewing schools have been introduced.

"11. Simple science work has been carried into the Elementary schools and elementary history has been carried farther back.

"12. A school for the deaf and dumb has been opened.

"13. Pass examinations as the basis of grade promotions have been abolished.

"14. An entirely new plan for making up the schools has been adopted with a view to giving more efficient help to the lower or unfortunate pupils. Two-fifths of them have been helped up to their grade again, and two-fifths more have been materially strengthened by the personal attention of the teachers.

"15. The course of study and practice in the Normal Training school has been extended from one year to one year and a half and a short professional course has been established for college graduates.

"16. A Kindergarten training department (both theory and practice) has been established in the Normal Training school.

"17. A liberal outfit of scientific apparatus has been supplied to all of the Grammar schools.

"18. One hundred and thirty sets of standard books having forty in each set, and seventy sets having twenty to the set, are supplied to the schools and exchanged at regular intervals.

"19. The blank and records in the superintendent's office have been thoroughly revised and systematized.

"20. The educational career of each teacher, the positions occupied, the work done, the opportunities and efforts for self-improvement, the progress made, are clearly shown by the books which have been opened."

## CHAPTER XIX.

Selection of L. H. Jones as Superintendent—Physical Culture—  
Efforts to Abolish Cigarette Smoking—Double Sessions at High  
Schools—Library Bonds—Establishment of Kindergartens—  
Course of Study Revised—High School Bonds—Sites for the  
Lincoln and East High Schools.

Director of Schools Sargent appointed Louis H. Jones, then superintendent of the Indianapolis schools, as superintendent of the Cleveland schools, to succeed Mr. Draper. Mr. Jones took charge of the schools during the summer vacation of 1894. He found that the work for the coming school year had largely been mapped out by his predecessor. He made few changes from the course indicated by Mr. Draper's plans. "It was my determination," said Mr. Jones in his first annual report, "not to make any radical changes."

Physical culture was introduced into the schools during the year by Mr. M. S. Hagar and Miss R. Anna Morris. Miss Morris had charge of the Primary and Normal training departments, and Mr. Hagar of the Grammar departments. The method taught in the schools included:

First. Free gymnastics, such movements as are given without appliances. The Swedish commands were generally used.

Second. Light gymnastics, given with such light apparatus as wands, dumb-bells and clubs.

Third. Military tactics and marching, including hall work and an original arrangement for the school room.

Fourth. Aesthetic exercises, such as pertain to the beautiful. Given after strength and control were gained.

The teachers met by grades, after school, in the different school buildings and were instructed by the special teachers in the new work. The physical culture teachers visited each room during the year, at which time the teacher was asked



to show what she had accomplished. A special teacher also often gave lessons directly to the schools. In all of the rooms, at least two visits of instruction were made, and in most of them three were made. Mr. Hagar gave the boys in the Grammar grades several wand and dumb-bell drills, and military exercises. The young ladies of the Normal Training school were given weekly lessons by Miss Morris. Their work covered the work assigned for the grades.

Superintendent Jones made no change in the supervising force. The work in arithmetic in the lower grades, and geography in all the grades was looked after by Miss Reveley. Miss Davis took care of the language, composition, reading, and nature studies. Mr. Krug supervised the German department, and Mr. Roberts, the manual training work. Reading, grammar, composition, and elementary science in the Grammar grades was looked after by Mr. Muckley. Mr. Moulton had charge of the work in arithmetic, history, and spelling in the upper grades.

The boys' Unclassified schools were completely reorganized by Superintendent Jones. Two schools were established, in each of which there was one male teacher, and one female teacher, instead of three schools with one male teacher in each. The hours of school were made to conform with those of the Elementary schools. Heretofore the boys had the same hours as had the High school scholars, and consequently were on the streets most of the afternoon. Under the new arrangement they were not allowed to go home for lunch at noon, unless as a reward for good behavior.

The Cleveland or federal plan by which Cleveland schools were now governed was now attracting much attention throughout the country. Educators were looking for a plan of school government which would secure a business-like administration of the business affairs, and keep the schools out of politics. Movements were on foot in New York, Boston, Brooklyn, Philadelphia, Chicago, and other cities, looking to reform in school administration along the lines first established in Cleveland. Two years previous the



**CENTRAL HIGH SCHOOL.**  
Wilson Avenue.



National Educational Association had appointed a committee of 15 to report a plan for the reorganization of the school systems in the large cities. The committee reported in favor of all the important features of the Cleveland plan.

The villages of Brooklyn and West Cleveland were annexed to Cleveland during July of 1894. The annexation of these villages brought the following schools into the city: Landon, formerly Cherry, with an enrollment of 523; Watertson, formerly Jones, with an enrollment of 342; Denison, with an enrollment of 733, and Ray with an enrollment of 183.

The Miles Park branch library was formally opened and dedicated to public use on the evening of September 10, 1894, by a social gathering of those residing in that vicinity. During the year ending August 31, 1895, there were issued from this branch for home use 64,590 volumes, 21,480 people visited the reference department, and 17,118 volumes were consulted. At the West Side branch 128,240 volumes were issued for home use, 25,174 people visited the reference department, and 15,217 books were consulted. At the Main library 372,951 books were circulated, 58,060 people visited the reference department and reading room and consulted 46,588 books. The total number of books issued for home use by the library was 595,169, of which 29,388 were issued from the schools. The total number of volumes in the library was 96,921, of which 55,396 were in the Main library circulating department, 20,414 in the Main library reference room, 10,401 in the West Side library circulating department, 1,053 in the West Side reference room, 5,597 in the Miles Park circulating department, 285 in the Miles Park reference room, 2,049 in the Woodland branch circulating department, and 19 in the Woodland reference room. The Woodland branch was not yet opened, but the Board was fitting up quarters for it. The receipts on account of the library fund were \$69,435.81, and the expenditures were \$45,039.32, leaving a balance on hand of \$24,396.49.

The whole number of pupils enrolled in the German department was 17,690. The average number belonging was

15,100.7, of which 9,915 belonged to the German department proper, and 5,185.7 to the English-German department. There were 497 classes in this department, of which 149 were exchange classes, and 348 special classes. The number of teachers employed was 131, of which 73.2 were exchange teachers, and 57.8 special teachers.

The number of youth in the city between the ages of six and 21 was 91,453. The average number of teachers employed was 1,048. The number of pupils enrolled in the High schools was 2,853, and the average daily attendance was 2,408.7. The number of pupils registered in all the schools was 48,576. The average daily attendance was 36,540.1. The total receipts, including the balance left over from the preceding year were \$1,931,677.23. The total disbursements were \$1,442,949.92, leaving a balance on hand August 31, 1895, of \$488,727.31.

The school population of Cleveland was increasing much faster than were the revenues of the Board of Education. During the year 1895-96 it increased 2,217. To take care of this number of pupils an expenditure of \$200,000 was necessary, about \$50,000 being for operating expenses, and \$150,000 for new school buildings. The tax duplicate was increasing only about \$2,000,000 per year. This would yield the Board, on the basis of a seven mill levy, which was the limit of the school levy allowed by law, \$14,000 a year. This sum would not nearly take care of the increased operating expenses, let alone erect new buildings. For many years, this unequal increase of the revenue and the school population had been going on. Between 1882 and 1892, the Board of Education had issued bonds to the amount of \$1,021,200 for building school houses. On these bonds, the Board was now paying \$42,800 interest each year—a sum, Director Sargent says, nearly sufficient to erect a 16 room school building. Since the starting of Director Sargent's administration, the policy of erecting school buildings out of moneys raised each year, had been in force. The Board of Education was now face to face with a serious problem. Either bonds must be issued, authority for a larger tax levy must be se-

cured, or many hundreds of pupils must be kept out of school accommodations. Director Sargent and the School Council were opposed to the issuing of bonds for building purposes, for the reason that school houses were not regarded the same as ordinary permanent improvements, as they were erected to take care of the yearly increase in school population. The Board of Education therefore caused a bill to be prepared, authorizing the levying of an additional tax, not to exceed one mill, for building purposes. The bill was duly enacted into a law by the legislature.

Thirty-three new school rooms were completed during the year, and were all occupied upon completion. The Sowinsky building, intended as a relief for the East Madison district, had 12 rooms.. To the Cherry street school an eight room addition was made; two rooms were added to the Ray building and three rooms to the Hicks building. Two four room frame buildings were erected on new sites on Brandon and Oakland streets. The two latter buildings were designed as a relief to the residents of the extreme eastern portion of the city, who were formerly compelled to send their children long distances to Fairmount and Hough schools. The Alabama school building, which had been unoccupied for many years, was fitted up and six schools opened in it. A new home for the Normal school was made in the Marion school building. The building was extensively improved. The removal of the Normal school to the Marion school building afforded much relief to the Eagle and Brownell school buildings.

The fact that many of the seats in the school buildings were too high for the pupils occupying them, received the attention of Director Sargent soon after he assumed charge of the schools. The seats in each room or grade were of the same size and height. Consequently, many of the pupils' feet did not touch the floor, while those pupils with longer lower limbs than the average, were seated in very unhealthy and uncomfortable positions. Blocks of wood were supplied those pupils whose feet did not touch the floor, but no attempt had been made to relieve the pupils with the long limbs. Di-

rector Sargent could find no suitable seat that would relieve the situation, and therefore, was compelled to supply each room with three or four sizes of desks and seats. During the year 1895-96, however, a desk was put upon the market which could be adjusted to the size and height of the pupil. Several hundred of these were placed in the new buildings.

Cigarette smoking had this year increased to such an extent among the school boys, that effective measures became necessary to stamp out the habit. Senator Avery secured the passage of a stringent law, relating to the sale of cigarettes and tobacco to minors. The new law provided a fine of \$25 or imprisonment for the first offense, and a fine of not less than \$50 for the second or subsequent offense. A number of dealers who violated the law were prosecuted and convicted. The minimum fine was imposed, and in most cases it was afterwards remitted.

For several years, both the Central and West High schools had been crowded. Additional High school buildings were much needed, but there were no funds at hand with which to erect them. At the beginning of the present school year, the Board adopted the plan of having double sessions at the Central and West High schools; that is, part of the pupils attended the High schools during the morning, and the other part during the afternoon. The new plan was not adopted as a permanent plan, but rather as a temporary expedient until funds could be obtained, and additional High school buildings erected.

While the School Council, in 1893, limited the number of pupils which should annually be admitted to the Normal Training school to 80, no attempt was ever made to enforce the rule. It was thought to be clearly illegal, as a certain number of applicants were given preference. At this time no one was admitted who was not a graduate of one of the Cleveland High schools, unless the pupil passed an examination upon the entire High school course of study. A class of 104 pupils was graduated from this school at the close of the school year 1895-96.

Owing to failing health, Mr. Krug resigned as super-

visor of the German department at the close of the school year 1895, and Superintendent Jones appointed Mr. Herman Woldmann in his place. Mr. Krug was transferred to the Central High school. The number of pupils studying German was 16,850. There were 125 teachers employed in the department.

Marshall S. Hagar, of the department of physical education, resigned in October, 1895. His place was filled by the appointment of Dr. L. K. Baker. The School Council, during the year, authorized the substitution of Saddler's text-book on bookkeeping, in place of Merservey's. These additional text-books were authorized: Hill's Commercial Law and Tilden's Commercial Geography, because the subjects were being studied by lectures without textbooks, and the method was proving detrimental to the pupils in these branches. Thompkins' Philosophy of Teaching, White's School Management and Fisk's United States History were adopted for use in the Normal department.

During the winter of 1896, the legislature authorized the issuing of \$250,000 worth of bonds by the Library Board for the erection of a Central library building. Owing to the condition of the money market, the bonds were not offered for sale during this year. In January, 1896, the Library Board established a special branch library, at the Central High school building, and also provided for a branch on the South Side on Clark avenue near Pearl. The total issue of books for home use during the year was 596,469, distributed as follows: Main library, 326,647; West Side branch, 115,220; Miles Park branch, 58,341; Woodland branch, 60,487; Central High school branch, 6,339; issued for home use from the schools, 29,435. The total number of books in the library was 106,925, distributed as follows: Main library circulating department, 57,873; Main library reference room, 21,130; West Side branch circulating department, 11,133; West Side reference room, 1,196; Miles Park circulating department, 6,367; Miles Park reference room, 393; Woodland branch circulating department, 6,445; Woodland reference room, 110; South Side branch circulat-



ing department, 551; duplicates and unclassified, 1,727. The receipts on account of this fund were \$91,938.05. The expenditures were \$53,270.03, leaving a balance on hand of \$38,668.02.

The number of pupils in the city between the ages of six and 21, according to the enumeration was 93,861. The number of teachers employed was 1,052. The number of pupils registered in the High schools was 2,892, and the average daily attendance was 2,433.8. The number of pupils registered in the schools was 50,454, and the average daily attendance was 38,612.9. The receipts were \$705,995.81; the expenditures were \$1,286,778.30, leaving a balance on hand of \$419,217.51.

Free Kindergartens, as a part of the public school system were formally opened in Cleveland during the school year 1896-97. For many years the establishment of free Kindergartens had been discussed by school officials. Early in 1896, the School Council appointed a committee to consider this subject. That committee, on April 20, 1896, made a report favoring the establishing of free Kindergartens. The report concluded with the following recommendation and resolution:

"In view of the facts obtained from other cities; of the spirited words of the United States Commissioner of Education, W. T. Harris; of the opinions of those who have made Kindergartens the subject of long years of study; of the approval of the director; of the unanswerable arguments of the superintendent, and of your own convictions, your committee warmly recommend the introduction of the Kindergarten as a part of the Public school system. Your committee, however, think that it should be done in a careful and conservative manner, to a limited extent, and should be allowed to develop and accommodate itself to our conditions.

"Your committee therefore submit the following:

"*Resolved*, That the director is hereby requested to take proper action to secure a levy, not to exceed one-tenth of a

mill, as provided for in Section 3958a of the Revised Statutes of Ohio (90 O. L. 349).

"That Kindergartens, not to exceed six, be established in accordance with this provision, but that no money from the Common School Fund shall be used for that purpose.

"That a generous policy be followed and that the purchase of such appliances as are needed for successfully carrying on the work be authorized.

"That Kindergartens shall not be placed in rooms that would otherwise be needed for the Common schools, and that there shall be no encroachment upon the rights of the children of school age."

The School Council adopted the report, and later a levy of one-tenth of a mill for Kindergartens was secured from the Board of Equalization and Assessment. Six Kindergartens were established on January 1, 1897, in the Brownell, Woodland, Fairmount, Hicks, Orchard, and Sterling school buildings. On April 1, Kindergartens were opened in the Detroit and Kinsman buildings. Each of the rooms used as a Kindergarten was full to its limit of 40 pupils. The average daily attendance was higher than in any of the regular schools.

The necessity for two additional High school buildings was becoming more urgent every day. One was wanted to relieve the Central High school, and one the West High school. Two plans were proposed to raise money for erecting these needed High school buildings. The first was to sell the Public library building, and the second was by issuing bonds. The library building was offered for sale twice in November and December, 1895. The price offered was not considered sufficient by the School Council to warrant its sale. Director Sargent, therefore, concluded that the most feasible plan to raise the money necessary to erect the buildings was to issue bonds. He advised that, if bonds were issued, provision be made for their cancellation or the cancellation of other bonds of equal value, whenever the sale of the library property was effected.

A total of 48 school rooms were constructed during the

year as follows: An eight room annex to the Clark school; the Barkwill building of eight rooms; the Willard building of 12 rooms; an eight room addition to the Buhner school; and the Quincy building of 12 rooms. Director Sargent recommended that in the future a large assembly room, capable of seating all the grades be constructed in every building containing 12 or more rooms, the assembly room to be used as "a gathering place for the pupils for physical exercises, for singing, for illustrated lectures, and for instruction upon subjects of special interest and value, and which are not included in the regular school curriculum."

Truant Officer McBane and his assistant, Mr. Kieffer, prosecuted their work with great vigor during the year. It was impossible for them to enforce fully the truancy laws, owing to the fact that they had so much territory to cover. Director Sargent recommended that provision be made for at least one additional truant officer. Eighty-eight children were prosecuted for habitual truancy, ten cigarette dealers were prosecuted for selling cigarettes to minors and 18 parents were prosecuted for neglecting to send minor children to school. The number of written notices given by the truant officer was 5,311.

The Board of Education adopted many new text-books during the year, making it necessary to re-write the course of study. Superintendent Jones in re-writing the course rearranged it, and otherwise improved it "to the end that it might still better serve the purpose of right education and training for the young." In order to prepare pupils for citizenship, the new course of study provided for instruction in the elements of civil government, and in simple historical facts in the lower grades. These subjects were "followed in one form or another through all the grades below the High school."

Concerning this feature of the new course, Superintendent Jones says in his annual report for the year:

"In each succeeding grade, from the lowest to the highest, a review is had of the work of prior grades, and the enlargement is made in each grade upon some special phase

of our country's life history. The work is chiefly oral in the first six grades, consisting of instruction by the teacher, recitation by the pupil of stories which he has heard or which have been taught to him, learning and reciting of literature especially related to historical events, and the writing of compositions upon selected themes. In the seventh and eighth grades the text-book on American history (Montgomery's *Leading Facts of American History*) is used, and in this way a thorough review from the text-book is made of the entire history of our country to the present time. Throughout this work special attention is given to those things which illustrate best our progress as a nation, which show our institutions worthy of the love, devotion and self-sacrifice of its citizens, and which naturally lead children to an enthusiastic participation in the patriotic impulses which belong to a free people."

The new course also differs from the other courses which had preceded it "by reason of the amount of subject matter which is included in it, under the general head of nature study." Concerning this part of the course, Superintendent Jones says:

"The things taught under this title may be conveniently considered under five heads: Lessons on plants, lessons on animals, lessons on the elementary facts of physical forces (physics), lessons on observational astronomy, and lessons on human physiology and hygiene. In each of these cases the lessons are given in the time devoted to the study of language, and, wherever feasible, the topics so studied are made the means of composition writing; that is, they furnish the subject-matter which, when it has been learned, in turn serves as a means of giving the pupils exercises in the process of composing. These are not all of them studied in every grade, and but one of them is considered at any one season, except that physiology is taught throughout the year. It is manifestly better that the pupils should study plants in the early autumn and in the spring than it is that they should attempt to do this work in the winter time. During the autumn the ripening grains, the autumn foliage, and the

richly-colored flowers of that season can readily be had, so that each child can make his study a matter of personal observation. In the springtime the attention of the children is naturally drawn to the reappearance of life in seed, bud and flower. It is a revelation to the child to follow the growth of a seed through its various changes, as root, stem, leaf, flower, and fruit successively appear. The whole movement is a type of his own life. Lessons upon animals, since they must largely be given from pictures and stories, are available in winter. Thus these two series, lessons on plants and lessons on animals, are adapted to succeed each other in the school programme according to the season.

"The lessons on physics are taken chiefly in the seventh and eighth grades, and are especially connected with lessons on the human body, since the various actions of the organs of the human system are examples in a concrete way of nearly all the laws of motion, which make up so large a part of elementary physics. Some little apparatus is supplied and experiments suggested which, in some instances, carry the work beyond the limits of that which the lessons in physiology require. In some instances these experiments have doubtless been pushed in practice beyond the original intention. The real end of these lessons has been attained when they are made the means of a clearer comprehension of the lessons in physiology.

"Physiology is one of the science subjects which unites in itself practical and cultural values. In this subject, some of the simple but necessary lessons with reference to food and drink are given. The influence of hot drinks, of very cold drinks, and the effects of alcoholic liquors and of narcotics are taught as soon as pupils are old enough to begin to appreciate these things. The conditions necessary for good breathing, the sponge-like formation of the lungs, the bad effects of the stooping posture, and things of this character are noted, and in the lessons on physical culture these things are practically enforced upon the children. As this subject of physiology and hygiene expands through the grades, we reach a point in the sixth and seventh grades

in which questions are treated involving for their comprehension some of the commonest principles of physics and chemistry. The processes of digestion, circulation of the blood, action of the limbs in walking, of the fingers and arms in handling and carrying, and of the various organs in the movements required of them in their work for the body,—all these things are but illustrations of the principles of physics. This seems to be the opportunity, therefore, to enlarge somewhat upon the elements of this subject, and to perform in the presence of the pupils some simple experiments illustrative of these functions and actions.

“In reference to physical forces, some little discussion of the nature of force itself, the difference between muscular force and cohesion, adhesion, gravitation, etc., etc., seems in place. By exerting force, muscles produce motion, and various peculiar motions of man and of the lower animals are noticed and compared. Man’s power of locomotion is compared with that of the lower animals; a little study is made of how man has multiplied, through inventions, his power over nature in the application of force which he does not create. The bones are classified as levers. This leads to some practical study of the muscular powers and comparison with the mechanical powers—the wheel and axle, pulleys, inclined plane, etc. When respiration and circulation are reached, an opportunity is given for the practical consideration of the laws which govern the action and pressure of fluids. Simple experiments are performed to illustrate the weight of the atmosphere and the simplest of the laws which govern its pressure.

“In connection with physiology of the eighth grade, there is some opportunity to illustrate the physical laws governing the transmission of light, and in connection with the nervous system some of the simpler laws controlling electrical force. This is an opportunity to enlarge somewhat the subject of electricity as applied through inventions to the work of the world.

“The remaining nature study topic is that of astronomy. This is confined chiefly to the seventh and eighth grades.

It is not intended to make this subject in any sense exhaustive nor even systematic. It is desirable that all people should have an intelligent interest in the heavenly bodies. Through this study children readily get some conception of immense distances, of the great spaces among the stars, of the complexity of the solar system, of the symmetry in forms and motions of the planets. The interest is greatly increased if they can make a few observations through a good telescope. Through these observations an intelligent interest is awakened in collateral reading, and on the whole a set of ideas is obtained which are favorable to elevated character, to belief in law and order, and in a general conception of the unity and harmony among created things."

The new South Side branch library was formally opened on February 22, 1897. It is located in a handsome structure of yellow brick, built for the Board by Frank Seither. This branch library was opened during the year ending August 31, six months and five days, and there were issued during this time for home use 49,497 volumes. The total number of books in the library was 129,518, distributed as follows: Main library circulating department, 68,018; Main library reference department, 65,371; West Side library circulating department, 13,330; West Side reference department, 1,493; Miles Park branch circulating department, 8,204; Miles Park reference room, 542; Woodland avenue circulating department, 9,488; Woodland avenue reference room, 369; South Side branch circulating department, 6,811; South Side reference room, 7,143; duplicates and unclassified, 1,727. During the year, a total of 749,240 volumes were circulated as follows: Main library, 367,911; West Side, 122,976; Miles Park, 71,957; Woodland, 117,216; South Side, 49,497; Central High, 19,501; Y. M. C. A., 182. The receipts on account of this fund were \$111,384.87. The disbursements were \$77,367.12, leaving a balance on hand of \$34,017.75.

The number of pupils enrolled in the German department was 17,690. The number of teachers in the department

was 131. The two sets of classes in the German department which had been maintained for a long time, were consolidated. The objections to the old plan were that it was too expensive and that it introduced great confusion into the daily programs of the room teachers from whose rooms the various classes passed to special teachers for instruction in the German language.

The total number of youth in the city between the ages of six and 21 was 97,720. The average number of teachers employed during the year was 1,092. The number of pupils registered in the High schools was 3,037, and the average daily attendance was 2,635.8. The number of pupils enrolled in all the schools was 52,987, and the average daily attendance was 41,388.3. The total receipts for the year were \$1,617,115.36. The total disbursements were \$1,151,182.17, leaving a balance on hand of \$465,933.19. During the year \$85,000 of the bonds of the Board of Education matured, and were paid from the sinking fund. In 1892, the outstanding bonds of the Board of Education amounted to \$1,061,000. Since that time they had been reduced by \$196,000, leaving \$865,000 of them still outstanding. In addition to the above bonded debt, the Board of Education had assumed some bonds issued by the villages of West Cleveland and Brooklyn before they were annexed to the city.

Eleven successful Kindergartens were in operation during the school year of 1897-98. They were located in the following buildings and were so distributed as to benefit the people residing in every portion of the city: One each in the Alabama, Broadway, Brownell, Sterling, Detroit, Fairmount, Hicks, Orchard, Warren, and Woodland school buildings. The total enrollment in the Kindergartens was 503. The total expenditure for conducting them was \$12,297.94, of which \$1,474.37 was for furniture and equipment, and \$10,823.67 for operating expenses. The cost per capita of maintaining these schools was \$21.51. Director Sargent favored the establishment of one or more Kindergartens in every school district in the city. The funds at the disposal of the Board of Education for Kindergarten pur-



poses would not admit, however, the establishment of so many of these schools at this time. When the Kindergartens were first established, the work of supervision of them was assigned to Miss Emma C. Davis. She also supervised the Primary department. The new department grew so rapidly that it soon became necessary to appoint a supervisor for it alone. Accordingly this year, Miss Virginia Graeff was appointed supervisor of Kindergartens. She had been a teacher and supervisor of Kindergartens in Philadelphia and other cities.

The legislature, during the winter of 1898, enacted some important legislation affecting the Cleveland schools. A law was made creating a city district of the second grade of the first class. Concerning the passage of this law, Director Sargent says in his annual report: "Strange as it may seem, no such district had ever been created, although every law governing the organization, maintenance and control of the Cleveland schools referred to such a district, and was predicated and founded upon the supposition that such a district existed. This was a fatal defect and might at any time have destroyed our whole school government, invalidated our bonds and thrown the entire system into a chaotic condition."

A law was also made providing for an annual examination of the financial transactions of the Board of Education by a committee appointed by the common pleas court. A new law was enacted providing that the Board of Education shall establish and maintain day schools for the education of deaf children. The state treasurer is directed to pay to the treasurer of the Board of Education, the sum of \$150 annually for each deaf child in the city, as shown by an enumeration to be made once a year. The legislature also authorized the issuing of \$300,000 worth of bonds for erecting and equipping High schools. It was expected that these bonds would be retired with the money realized from the sale of the library building on Euclid avenue. A law was also made changing the time of enumerating the school youth from July to May.

Buildings erected during the year were the Fullerton school of sixteen rooms, and an addition to the Oakland school of four rooms. The Fullerton school was designed to relieve the crowded condition of the Huck, Broadway, and Union schools. The Board also contracted during the year for the erection of new buildings on Wade Park avenue and Gilbert street to relieve the overcrowded condition of Dunham, Hough, and Madison schools on the East Side, and Clark, Gordon, and Walton schools on the West Side. It was also decided to build an annex of eight rooms to the Woodland Hills school. During the year, land was purchased for school purposes as follows:

Wade Park avenue, site for a new 18-room building .....	\$11,000 00
Gilbert street, site for new 12-room building....	6,700 00
Woodland Hills avenue school, lot adjoining for 8-room annex .....	3,000 00
Waverly school, lot adjoining for 4-room annex..	2,000 00
Tremont school, lot adjoining .....	2,000 00
Outhwaite school, lot adjoining .....	1,400 00
Mayflower school, lot adjoining .....	2,200 00
Total cost .....	\$28,300 00

The last three lots named were secured in order to give additional play grounds, and to improve sanitary conditions.

At the beginning of the school year, an additional truant officer was provided for by the School Council. According to Truant Officer McBane, the force was still inadequate, however. He thought that the truancy force should be increased so as to allow each school building to be visited at least twice each week. Many minors of illegal age were found in stores and factories during the year. They were removed, and many of them sent to school. Concerning the need of a truancy school in Cleveland, Truant Officer McBane says in his annual report:

"There are incorrigibles in this city beyond the control of parent, guardian or law, who are not as yet confirmed criminals, but are on the highway to criminality. They have

become reckless and wayward, and cannot be subdued without placing them under restraint in a correctional institution. None such are open to this class of children in Cleveland except the State Reform school, in which are centered many of the worst youthful criminals of the state. It is not the place to send children guilty of no violation, other than truancy. It is the sentiment and conduct of this office to bring no child into the court for the purpose of committing him to the Reform school at Lancaster, who is not steeped in crime as well as truancy. Cleveland needs a truancy school, in which petty truancy may be corrected before it becomes habitual and criminal. Until it is supplied much that hinders and annoys the progress of the schools must be countenanced."

Two relief buildings for the Central High and West High schools were opened at the commencement of the year. The double session plan which had been enforced in these two High schools for two years was thereupon abandoned. The course of instruction and training in the Normal Training school was extended this year to two years, and the standard of admission to the school was raised.

During the year, a children's room was added to the Main library. In this department were placed children's stories and a collection of books suitable for the younger readers. A new building for the West Side branch was completed in December, 1897. It is located at 130 Franklin avenue, and is 60 by 110 feet. A notable feature of the year at the Miles Park branch was the opening of a room in the basement for the use of clubs and other literary gatherings. Library delivery stations were conducted during the year at the Gordon, Ray, Willard, and Woodland Hills schools, and at the Goodrich House, Hiram House, Y. M. C. A., Railroad Branch of the Y. M. C. A., the Y. M. H. A., the Sherwin-Williams Co., and in the bank building at the corner of Willson avenue and Lena street. The number of volumes on hand August 31, 1898, in the circulating and reference departments were 141,426, distributed as follows: Main library, 93,198; West Side branch, 16,300; Miles Park branch, 10,105; Woodland branch, 11,837; South Side



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branch, 9,986. The number of books circulated during the year was 924,561, divided as follows: Main library, 406,718; West Side 140,537; Miles Park, 79,112; Woodland, 130,771; South Side, 105,370; Central High school, 131,060; at other stations, and at delivery stations, 17,999. The receipts on account of the library fund were \$107,567.98. The disbursements were \$87,182.21, leaving a balance on hand of \$20,385.77.

The number of pupils enrolled in the German department was 17,856 and the number of teachers in this department was 149. The total number of school youth enumerated in the city was 99,890, a gain of 2,170 over the preceding year. The average number of teachers employed was 1,146. The number of pupils enrolled in the High schools was 3,344, and the average daily attendance was 2,795.8. The total number of pupils registered in the schools was 55,238, and the average daily attendance was 42,475.2. The total receipts were \$1,993,706.25. The total disbursements were \$1,235,754.33, leaving a balance on hand September 1, 1898, of \$757,951.92.

When the enumeration of deaf children in the city was made under the new law passed by the legislature in 1898, it was found that there were 123 such children in Cleveland. This gave to the city an annual fund of \$18,450 for the establishment of a deaf school. A three-story brick building, at 1304 Willson avenue was leased for a term of years, and fitted up for a modern school for the deaf. On May 1, 1899, the deaf school which had heretofore been conducted in the Rockwell street school building was removed to the Willson avenue building. The attendance at the new school was about 50.

Forty-two rooms were added to the schools during the year, by the completion of the Wade Park building of 18 rooms, Gilbert building of 12 rooms, an eight room addition to the Woodland Hills building, and a four-room addition to the Waverly building. Sites were purchased during the year for the two new High school buildings. A site for the East High school building was purchased on Genesee avenue,

at a cost of \$16,000. The site for the Lincoln High school building on Scranton avenue cost the board \$17,000. Great care was taken in erecting these buildings. A committee from the School Council, together with the architect of the Board of Education and the school director visited the principal cities of the East, in August of 1898, for the purpose of securing the latest ideas regarding the construction of High school buildings.

Director Sargent recommended that a new building for the West High school be erected, and that the legislature be asked to authorize a bond issue for that purpose. He favored the establishment of two Polytechnic High schools in the city, one on the East Side, and one on the West Side. When the new building was erected for the West High school, he favored using the present West High school building for a Polytechnic High and Manual Training school. Then he would have the Manual Training school building on Cedar avenue enlarged, so as to admit of the establishment of a Polytechnic High school there.

A one story building of two rooms was erected upon the Wade Park lot, at a cost of \$4,632.80. A school was opened there, known as the Wade Park Manual Training school. Instruction in manual training and cooking was given to the pupils of the Seventh and Eighth grades of the Wade Park, East Madison, Hough, Dunham, and Stanard schools. Buildings of similar nature were wanted on Lincoln Heights, and at the South End, near the Broadway district, but there were no funds available for that purpose.

The annexation of a portion of Glenville, in October of 1898, brought to the city a one story frame building located on Ansel avenue. It did not equal in value the sum of \$2,802.28, which the Board was required to pay as its share of the bonded debt of the Glenville school district.

There were 12 Kindergartens maintained during the year, at a total cost of \$13,634.21. The new one added during the year, was opened in the Meyers building, in the Sackett school district.

The people of Cleveland became greatly aroused during

the year over the number of schools maintained in the basement rooms. The newspapers took up the subject and demanded the erection of more school buildings, but little was done in this line, owing to the lack of funds. In the spring of 1899, the condition of schools in basements, rented, and relief rooms, as told by Director Sargent in his annual report was as follows: "There are now in use 131 rooms, the greater portion of which are unsuitable for school purposes; 36 of these are in basement, 26 are rented rooms, 27 are in recitation rooms and 42 are in relief buildings. With the exception of the rooms in relief buildings, none was ever designed for school purposes. Many of these rooms are imperfectly lighted, heated by stoves, and with no system of ventilation. They are incommodious, inconvenient and unhealthful. There are 5,000 children attending school in these rooms. That a city of the size of Cleveland, with its culture and boasted wealth, and with the large sums being annually expended upon its parks and boulevards, should allow such a condition of affairs to continue, is a reflection upon its enterprise and intelligence."

Director Sargent, in closing his annual message for the year, urged the establishment by the City Council of a Farm school. Under an act passed February 8, 1894, the City Council was authorized to establish such a school, and did purchase the Honeywell farm in Newburg, as a location for a school farm. That farm was later sold, and nothing came of the project.

The \$250,000 worth of library bonds authorized by the law of April 22, 1896, were sold in October, 1898, for \$295,250. This sum was deposited with the city treasury as a building fund. Owing to the agitation in favor of grouping all of the public buildings of Cleveland, the Library Board decided to defer the erection of a permanent building, until some time in the future. After much delay, and many discussions and conferences, the Board started the erection of a temporary library building, in December of 1900, in the rear of the City Hall, on Wood street. The building was planned to be two stories in height, and of brick. It was expected



that the Main library would be moved into the new building in April, 1901. The total number of books in the library at the close of the year, August 31, 1899, was 150,446, divided as follows: Main library, 99,748; West Side branch, 16,732; Miles Park branch, 10,631; Woodland branch, 12,536; South Side branch, 10,799. The total number of books circulated was 831,727. The circulation from the Main and branch libraries was as follows: Main 363,193; West Side, 115,321; Miles Park, 70,181; Woodland, 114,267; South Side, 91,430; Central High school, 14,717. The receipts on account of this fund were \$390,202.30, including the receipts from the sale of building bonds. The expenditures were \$70,620.73, leaving a balance on hand, September 1, 1899, of \$319,581.57.

The number of scholars enrolled in the German department was 18,220. The number of teachers of German was 157. The number of youth in the city between the ages of six and 21 was 102,784. The number of teachers employed was 1,199. The number of pupils registered in the High schools was 3,378, and the average daily attendance was 2,855.7. The total number of pupils enrolled in the schools was 56,360, and the average daily attendance was 43,914.6. The receipts for the year, including the cash on hand, September 1, 1898, of \$757,951.92, were \$2,051,262.42. The expenditures were \$1,295,412.26, leaving a balance on hand, September 1, 1899, of \$755,850.16.

## CHAPTER XX.

**Library Property is Sold—Necessity of Many New School Buildings—  
Superintendent Jones Praises the Teachers—Not Enough Supervision—The Public Schools of Today—School Officers and  
School Regulations.**

The library building and site on Euclid avenue were sold at public auction, September 25, 1899, to the Citizens' Savings and Loan Association, for the sum of \$310,000. The Board of Education was given the right to occupy the building until April 1, 1901. The lot was originally purchased in 1852 for \$5,000. In this connection it may be interesting to note that in 1879, shortly after the High school had been removed to the Willson avenue building, the Board of Education decided to sell this lot and building. It had been appraised for \$35,000. A few members of the Board, who realized that the land was likely to increase in value very rapidly, and who wanted to use the building for library and school headquarters purposes, until a more opportune time arrived for selling, started a campaign to prevent the sale. Petitions were put in circulation by these men asking that the site be not sold, and through their efforts the Board was induced not to sell the property at that time.

The contracts for the erection of the East High school building were not let until July 3, 1899, and those for the Lincoln High school building were approved on October 16, 1899. The buildings were completed during the fall of 1900.

Land was purchased during the year for the Harmon school building at the corner of Woodland avenue and Harmon street, at a cost of \$18,000, and a school site was bought at the corner of Tod and Watterman streets for the sum of \$8,860. Thirty-eight rooms were constructed during the year as follows: A 12 room addition to the Sowinsky build-

ing, an eight room addition to the Union school building, and the Harmon school building of 18 rooms.

Despite the large number of buildings erected during the past 10 years, the schools were very crowded, and many new buildings were urgently needed. Concerning the school accommodations that were needed for the immediate future, Superintendent Jones said in the following special report to the School Director on June 19, 1900:

"Allow me to call your attention at this time to the probable necessities in the way of school buildings for the city schools in the near future. It is true that I cannot at this time indicate with absolute accuracy the exact location of all the needed buildings, but I can give you such judgment as will enable you to plan for the erection of buildings within the ensuing year. The exact location will be made more definite by the indications that will come to us on the opening of schools next September. The drift of population in a great and prosperous city like ours is very difficult to foresee. I give you herewith my best judgment.

"1. I have already referred to the necessity of an 18 room school building for the relief of Case, Dunham, Standard, and Wade Park. This I have indicated should be located near White avenue, just east of Willson.

"2. An eight room school building is very much needed on Tod and Watterman. This, I understand, you have made arrangements for.

"3. We are in very great need of an eight room building for the relief of Denison, Sackett and Gilbert. This should be located near the junction of Rhodes avenue and Riverside.

"4. A four room building is greatly needed on Miles avenue for the relief of the Miles Park district. This is an imperative necessity and is needed now.

"5. A three or four room building in the Orchard Grove allotment. This should be located near Tioga street and Warren road. This building should be sufficiently commodious to accommodate all children beyond Mill Creek.

"6. There is beginning to be felt a pressing necessity

for a building in the very northwestern portion of the city for the relief of the Landon district. This should be placed not far from Detroit street, a little east of Highland avenue. An eight room building capable of being made into a sixteen will be suitable here, or it might be well to build at once a 12 room building.

"7. There is already felt a grave necessity for a larger building on the Watterson street property. The Board now owns a six room frame building on this lot. It should be replaced by an eight or 12 room building of substantial character.

"8. Brandon district is now greatly overcrowded. An enlargement of the present building seems a necessity.

"9. There is beginning to be indicated the necessity for a building to relieve Huck, Fullerton and Barkwill. I cannot say yet the exact location for such a building.

"10. There should be erected a substantial two room building on the ground of the Independence school. The distance from this point to Broadway is so great that many children are greatly inconvenienced by the present arrangement."

Much interest was taken by the teachers during the year in reference to children who suffered from defective eyesight. Material was supplied to teachers, enabling them to make tests on the eyesight of the pupils who gave evidence of defective vision. Concerning this subject, the superintendent says in his annual report:

"If pupils showing marked defects of vision were children of parents financially able to look after their children in this respect, their parents were notified of the condition found by the examinations. In severe cases they were advised to consult a family physician and, if necessary, through him to secure the services of a specialist. In most cases, parents received help and suggestions most gratefully and we secured in this way relief for about 2,000 children by having them provided with glasses or given necessary medical treatment.

"A few parents, of course, were negligent, even after a

second notice; and a very few were resentful of what they considered an interference in their private and family affairs. All things considered, we regard the effort as having been most remarkably successful in its first year. In case of indigent pupils, the Supervisor of the department made a definite technical examination and gave a prescription for glasses, when necessary, free of charge. Generous people supplied us with necessary money for the purchase of glasses for these indigent children. In this way about 200 children were relieved during the year.

"I recommend that the department of physical education and school hygiene be put upon a firm foundation and supplied with the means necessary for carrying out more fully these and other lines of work in the interest of the better physical health of children. I especially recommend an increase of salary for the head of the department and that at the proper time he be given an assistant who may relieve him of some of the routine duties of this department."

Superintendent Jones pays the following tribute to the teachers of the schools in his annual report:

"The school year now closing has been one of unusual satisfaction in many ways. There is a manifest devotion of teachers to their work and a clearly noticeable advance in their teaching power year by year. Their enthusiasm in self-improvement, their evident desire to profit by all opportunities offered for professional training in a large city system, and their quickness to adapt and adopt whatever modern thought and research have made available for the better equipment of teachers,—all these are but evidences of an intelligence, a spirit of loyalty and an esprit du corps far above the average of these qualities and qualifications in the teachers of our great cities.

"The teachers of Cleveland deserve and have the substantial confidence of the people whose children attend the public schools. Great as has been the improvement in the actual work of teaching, the greatest increase in value of the work done in the public schools comes from the general influence of the teacher operating toward the development

of noble character, high ideals, and correct conduct on the part of the pupils. The real end of education is not scholarship, but character. In the power to correlate and regulate all the forces which go into school work so as to result not alone in scholarship, but in that clearness of intellect, purity of heart and strength of will which constitutes strong personality, the teachers of Cleveland hold a deservedly high place.

"I feel that it is but just to me to make this statement owing to six years of intimate association with them and close study of the results of their teaching. It has been a pleasure to me to be a part of such movement toward permanent improvement in the work of teaching and I shall ever cherish the memory of these six years, fraught as they have been with arduous duties, but crowned also with numerous successes, and brightened by many pleasant friendships among the members of the teaching force of the Cleveland schools."

The superintendent of instruction also calls attention to the small amount of supervision in the schools. He says: "It is quite common for persons who are not well informed on such subjects to suppose that more supervision is employed than formerly. Quite the reverse is true. I have the same number of general supervisors in my office for 1,250 teachers that the superintendent had in 1875 when there were 301 teachers. It is, of course, necessary to employ different methods of supervision than those in use at that time. I am quite sure that teachers are helped more and repressed less by our present method of supervision than was the case when supervision was less well understood. Nevertheless I am equally sure that the time is not far distant when more supervisors will need to be employed, or additional duties be placed upon principals of buildings. I believe the work of my department to be in good condition, owing chiefly to the intelligence, loyalty and devotion of our teachers. It gives me pleasure thus to certify to their merits."

The enumeration of children of school age in 1900, gave 53,237 boys and 53,216 girls, making a total school popula-

tion of 106,453, a gain of 3,669 over the preceding year. The number of pupils in the German department was 18,560 and the teachers of German numbered 164. The number of pupils registered in the High school was 3,460, and the average daily attendance was 2,926.5. The number of pupils registered in the Normal Training school was 196, and the average daily attendance was 181.2. The number of pupils registered in the boys' Unclassified school was 133, and the average daily attendance was 47.3. The total number of pupils registered in the Primary and Grammar departments was 54,449, and the average daily attendance was 41,962.1. The number of pupils registered in all the schools was 58,105, and the average daily attendance was 45,699.8. The receipts on account of the school fund were \$2,359,252.68; the expenditures were \$1,550,916.57, leaving \$808,336.11 in the fund. The above statement includes the amount in the sinking fund.

The schools of the city at the close of the school year 1899-1900, were in a very prosperous condition, and compared favorably with the schools of any other city in the land. The buildings were as good as could be found anywhere, and the work accomplished by the superintendent and his force of supervisors and assistants, was of the best. In closing this account of some of the features of the development of our public schools from the one room building on the Kennard House site in 1817 to their present large proportions, it is my purpose to give in a very brief way a few facts concerning the public schools at the close of the year August 31, 1900. The following table shows the location of school buildings, the value, and the date of erection:

	Value.	Date of Erection.
Board of Education. Headquarters, 190 Euclid Av.....	\$ 310,000	1856
Normal Training, Marion St., near Sked St.....	46,438	rebuilt 1896
Central High, Willson Av., near Cedar.....	230,655	1877
West High, Randall, cor. of Bridge.....	99,390	1883
South High, Broadway, near Fullerton.....	64,550	1894
Lincoln High, Scranton Av., cor. Castle Av.....	* 17,005	1900
East High, Decker Av., cor. Genesee Av.....	* 27,643	1900
Cent. Manual Training, Cedar, near Willson.....	63,245	1893
West Manual Training, Clinton, cor. of State.....	50,199	1861

	Value.	Date of Erection.
Wade Park Manual Training, Wade Park School lot.....	5,119	1899
Alabama, Alabama St., cor. of St. Clair.....	36,919	1858
Ansel, Ansel Av., north of Superior.....	.....	.....
Barkwill, Barkwill St.....	30,760	1896
Bolton, Bolton Av., near Cedar Av.....	113,873	annex 1894
Brandon, Brandon, cor. Paul.....	10,653	1895
Broadway, Broadway, cor. Worley St.....	62,191	1881
Brownell, Brownell St., cor. Sumner.....	108,958	annex 1884
Buhrer, Buhrer Av., bet. Scranton and Jennings.....	60,815	1883
Case, Case Av. and Cooper St.....	76,873	1875
Charter Oak, Broadway, near Union.....	7,554	1870
Clark, Clark Av., cor. Hamburg St.....	71,850	1884
Denison, Denison Av., near Pearl St.....	56,411	1877
Detroit, Detroit St., cor. St. Paul.....	67,119	1870
Dike, Dike St., bet. Outhwaite and Scovill.....	34,445	1883
Dunham, Dunham Av., cor. Lexington.....	70,264	annex 1894
Eagle, Eagle St.....	40,828	1855
E. Madison, E. Madison Av., bet. St. Clair and Superior....	105,817	1889
Fairmount, Fairmount, near Euclid Av.....	72,219	1891
Fowler, Fowler St., bet. Hector and Cowan.....	72,251	1883
Fullerton, Fullerton St., bet. Tod and Skinner.....	46,065	1897
Garden, Central Av., cor. Ashland Av.....	15,892	1870
Giddings, Giddings Av., south of Cedar.....	82,756	1890
Gilbert, Gilbert St., south of Clark.....	48,250	1898
Gordon, Gordon Av., south of Lorain.....	70,332	1889
Harmon, Harmon St., cor. Woodland Av.....	* 18,000	1899
Hicks, Hicks St., bet. Bridge and Lorain.....	65,170	annex 1884
Hough, Hough Av., near Bolton.....	90,067	1887
Huck, Chard St., cor. Petrie.....	45,934	1884
Independence, Brecksville Road, near south line of city....	1,701	1871
Kentucky, Kentucky St., facing the Reservoir.....	66,910	1891
Kinsman, Kinsman St., near East Madison Av.....	82,117	annex 1894
Lake Av. Lot, Lake Av., bet. Elliot and Seward.....	5,410	.....
Landon, Landon St., bet. Detroit and W. Madison.....	57,720	1887
Lincoln, Lincoln Av., cor. of Platt St.....	36,179	1883
Mayflower, Mayflower St., cor. of Orange St.....	116,495	annex 1894
Meyer, Meyer Av., cor. of Brighton St.....	8,450	1870
Miles, Miles Av., beyond the city limits.....	2,366	.....
Miles Park, cor. Woodland Hills Av. and Miles Park.....	65,656	1890
Oakland, cor. Oakland and Moulton.....	16,682	1895
Orchard, Peach St., facing Orchard.....	79,300	1869
Outhwaite, Outhwaite Av., bet. Willson and Kennard.....	84,859	1874
Quincy, Quincy St., near Madison.....	58,011	1896
Ray, Ray St., near Denison.....	6,922	1892
Rice, Rice Av., near South Woodland.....	.....	.....
Ridge, Ridge Road, near C. C. C. & St. L. R. R.....	1,592	1859
Rockwell, Rockwell St., cor. of Bond.....	117,701	1869
Sackett, Sackett St., bet. Pearl and Burton.....	68,846	1892
Scranton, Scranton Av., cor. of Vega.....	73,369	1888
Sibley, Sibley St., near Willson Av.....	53,014	1884
South Case, Case Av., cor. of Central Av.....	127,515	1890
Sowinski, Sowinski, near Woolsey.....	73,930	1895
Stanard, Stanard St., near Willson.....	72,995	1884
St. Clair, St. Clair St., bet. Dodge and N. Perry.....	102,585	1869



	Value.	Date of Erection.
Sterling, Sterling Av., bet. Cedar and Sibley.....	98,145	1899
Tremont, Tremont St., cor. of Pelton.....	122,019	1873
Union, Union St., near Gallup.....	67,184	1884
Wade, Wade Av., near Mill.....	6,280	.....
Wade Park, Wade Park Av., near East Madison.....	64,346	1896
Walton, Walton Av., cor. of Rhodes.....	60,519	1878
Waring, Waring St., near Payne Av.....	59,337	1884
Warren, Warren St., near Dille St.....	84,086	1892
Watterson, Watterson St., near West Madison.....	13,050	1874
Waverly, Waverly, bet. Bridge and Lorain.....	59,035	annex 1884
Willard, Willard, near Davis.....	43,764	1895
Woodland, South Woodland Av., near Woodland Hills.....	69,539	1892
Woodland Hills, Woodland Hills Av., cor. Union.....	60,190	annex 1884
Boys—East, Harper St., near Central Av.....	669	.....
Boys—West, Wade, cor. of Mill.....	51	1854
Value of land.....	1,086,962	.....
Value of Buildings.....	3,263,827	.....
Cost of Furniture.....	268,887	.....
Total value of school property.....	\$ 4,619,676	

\* Land only.

Since 1891, 328 rooms have been constructed at a cost of \$878,500, or a cost per room of \$2,678. In addition, there were 12 rooms constructed during this same period by making alterations and changes in old buildings. The following table found in Director Sargent's last annual report shows where these 340 rooms are distributed: West of Willson avenue and east of the river, 44 rooms; east of Willson avenue and north of Euclid avenue, 78 rooms; east of Willson avenue and between Euclid avenue and Kingsbury run, 58 rooms; east of the river and south of Kingsbury run, known as the Newburg district, 80 rooms; the South Side, 48 rooms; the West Side, 32 rooms. In this last named district where the number of new rooms provided is smallest there is not an Elementary school now in basement quarters. Of the 68 rooms now determined upon, eight of which are at the Lincoln school and are now being contracted for, the distribution is as follows: In the district east of Willson avenue and north of Euclid avenue, 18; in the district east of Willson and south of Euclid, 12; in the Newburg district, 20; in the South Side district, 18.

The sinking fund commission is composed of the following members: Myron T. Herrick, President; Samuel W.

Sessions, W. J. Morgan, A. L. Withington, W. F. Carr. The members serve without compensation and can only be removed for cause. Since the organization of the commission in 1893, the earnings of the sinking fund to April 16, 1900, were \$48,775.31, and the par value of its assets on that date was \$220,661.32. Concerning the sinking fund, the bonded indebtedness and the plans for paying it, Director Sargent says in his annual report: "If the plans of the sinking fund commission continue as now contemplated the bonds to the amount of \$475,000 which fall due in 1902, and the \$190,000 which mature in 1904, can be paid without refunding any portion. The sinking fund plan, therefore, will result in the liquidation of two-thirds of the board's indebtedness within eleven years of the time of its establishment, besides paying all interest charges; and the entire bonded indebtedness which existed at the time of its creation will be cancelled within a period of less than twenty years.

"The present bonded indebtedness of the Board is \$1,195,000. Of this sum \$475,000 matures in 1902; \$190,000 in 1904, \$100,000 in 1905, \$100,000 in 1906, \$300,000 (high school bonds) in 1908, and \$2,000 each year from 1902 to 1916 inclusive, the latter being Brooklyn village Board of Education bonds.

"In 1892, the bonded indebtedness of the Board amounted to \$1,030,000; to this should be added the sum of \$45,533.34, the bonds of indebtedness of West Cleveland and Brooklyn village Boards of Education, which this Board was compelled to assume by reason of annexation, and \$300,000 of High school bonds in 1898, or a total of \$1,375,533.34. It will therefore be seen that since 1892 there has been paid upon the bonded indebtedness the sum of \$180,533.34, which is all that has become due in that time. The interest paid during the same period has amounted to \$350,000.

"Only one bond issue has been authorized by this Board, that of \$300,000 for the special purpose of erecting two High school buildings. Not a dollar of bonds has been issued to construct the 340 school rooms, including one High school

building, all of which have been added in the past eight years.

"The three items of interest paid, bonded indebtedness paid and the present par value of the sinking fund, which exists for the payment of either of the other two items, make a total sum of \$751,194.66. Of this amount but \$172,640.70 was raised by additional taxation; the balance of \$578,553.96 comprises \$100,000 received from the Axworthy bondsmen, \$25,000 from the sale of real estate and \$452,953.96 from earnings, and from economical management of the ordinary revenues."

The cost of instruction in our public schools, including the salaries of principals, assistants, and teachers, but not including supervision, from the year 1869 to 1899, is shown in the following table:

Year.	Salaries.	Year.	Salaries.
1869.....	\$106,518 13	1885.....	\$343,347 77
1870.....	107,548 03	1886.....	362,899 34
1871.....	114,855 50	1887.....	389,290 88
1872.....	120,510 00	1888.....	404,563 58
1873.....	143,057 19	1889.....	436,684 26
1874.....	170,634 62	1890.....	461,874 87
1875.....	202,158 13	1891.....	491,890 96
1876.....	214,976 46	1892.....	531,256 87
1877.....	230,471 64	1893.....	560,158 66
1878.....	234,489 79	1894.....	597,368 31
1879.....	232,706 90	1895.....	667,358 88
1880.....	251,118 05	1896.....	708,303 73
1881.....	271,027 50	1897.....	734,976 05
1882.....	284,462 72	1898.....	787,292 76
1883.....	297,928 48	1899.....	820,911 95
1884.....	312,796 62		

In 1899 the entire cost of instruction—supervision and teachers' salaries, not including Kindegartens or Manual Training—was \$927,579.92. So that the cost per pupil based

	1897-8.	1898-9.
Upon the census enumeration was.....	\$ 8 15	\$ 9 02
Upon the enrollment.....	14 77	16 45
Average daily belonging.....	18 11	19 95
Average daily attendance.....	19 17	21 12

The passage of the act on May 4, 1891, providing that publishers of school books shall furnish the books published by them to Boards of Education, at not to exceed 75 per cent of the list price, and that Boards of Education shall furnish them to the school children at an advance of not more than ten per cent above this cost, has saved the patrons of the Cleveland schools many thousand dollars. These books are purchased by the Board of Education and sold to the scholars through book stores. Probably \$30,000 has been saved the patrons of the schools in this way, during the last nine years.

The officers of the Board of Education are as follows: Thomas Bell, school director; Thomas Boutall, president of School Council; L. H. Jones, superintendent of instruction; H. L. Rossiter, secretary; Charles P. Salen, auditor; T. H. Hogsett, counsel; George P. Kurtz, treasurer; F. S. Barnum, superintendent of buildings; Geo. E. Myers, clerk.

F. S. Barnum is superintendent of buildings and architect; William B. Wright, assistant superintendent; D. W. Johnson, mechanical engineer; and C. P. Collard, head carpenter. Alexander McBane is truant officer and E. H. Kieffer and William A. Snell, assistant truant officers.

The following salaries are paid these officials: school director, \$5,000; secretary, \$2,200; superintendent of buildings and architect, \$3,000; assistant superintendent of buildings, \$2,000; mechanical engineer, \$1,400; head carpenter, \$1,200; clerk, \$900; truant officer, \$1,500; two assistant truant officers, each \$1,100; one assistant auditor, \$1,700; one assistant auditor, \$1,300.

The City Board of Examiners of Teachers is composed of the following: Thomas Piwonka, president; Chas. P. Lynch, clerk; Adolph Kromer.

The Medical Board of Examiners is composed of Dr. Kate Parsons, Dr. Jessie Boggs and Dr. Louise Tolles. It is the duty of the Board to examine into the physical qualifications of all women who make application for appointment to positions as teachers in the schools. Any person found physically incapacitated to properly perform the duties in-

cumbent upon her, is ineligible for appointment. Before receiving an appointment as a teacher in the High school, an applicant must file a certificate from a physician, designated by the school director, stating that he is physically able to perform the duties required of him.

The officials of the department of instruction are as follows:

L. H. Jones, superintendent; E. F. Moulton, Ellen G. Reveley, H. C. Muckley, Emma C. Davis, Hermann Woldmann, supervisors; W. E. Roberts, supervisor manual training; Virginia E. Graeff, supervisor of Kindergartens; N. Coe Stewart, master of music; Frank Aborn, master of drawing; A. A. Clark, master of penmanship; Jannette F. Jackson, special teacher of manual training and domestic training; L. K. Baker, R. A. Morris, supervisors of physical education; Irene Brush, clerk; Blanche A. Williams, stenographer; George J. Barrett, messenger.

The positions and salaries in the department of instruction are as follows:

Superintendent of instruction .....	\$5,000
Three supervisors .....	2,500
One supervisor .....	2,200
One supervisor of German .....	2,500
One supervisor (part of time) .....	300
Master of music .....	2,300
Master of drawing .....	2,000
Master of writing .....	2,000
One special teacher of physical education .....	1,500
One special teacher of physical education and teacher of reading in Normal Training school .....	1,200
Clerk .....	1,200
Stenographer .....	480
Messenger .....	400

#### NORMAL TRAINING SCHOOL.

Principal .....	\$2,500
One assistant .....	1,500
One assistant .....	1,200
One assistant and director of training .....	1,100
One assistant in theory .....	1,100
Training teachers (as many as required) each .....	900

*In the Nineteenth Century.*

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One kindergartener .....	750
One German assistant .....	500
Two assistants and training .....	900

**CENTRAL HIGH.**

Principal .....	\$3,500
One assistant .....	1,900
One assistant .....	1,700
Four teachers, each .....	1,600
One teacher .....	1,500
Three teachers, each.....	1,400
Four teachers, each.....	1,300
Five teachers, each.....	1,200
Seven teachers, each.....	1,100
Eight teachers, each.....	1,000
Two teachers, each.....	900
Five teachers, each.....	800
One clerk .....	800

**WEST HIGH.**

Principal .....	\$2,800
One assistant .....	1,800
One assistant .....	1,500
One teacher .....	1,600
Three teachers, each .....	1,500
One teacher .....	1,400
Three teachers, each .....	1,300
Four teachers, each .....	1,200
Two teachers, each .....	1,100
Two teachers, each .....	1,000
Two teachers, each .....	900
One teacher .....	800

**SOUTH HIGH.**

One principal .....	\$2,500
One assistant .....	1,700
One assistant .....	1,300
One teacher .....	1,300
Two teachers, each .....	1,200
One teacher .....	1,100
Three teachers, each .....	1,000
Three teachers, each .....	800

**LINCOLN HIGH.**

One principal .....	\$2,500
One assistant .....	1,600

One assistant .....	1,400
One teacher .....	1,500
One teacher .....	1,400
Four teachers, each .....	1,200
Three teachers, each .....	1,000
One teacher .....	900
Four teachers, each .....	800

## EAST HIGH.

One principal .....	\$2,500
One assistant .....	1,800
One assistant .....	1,500
One teacher .....	1,500
Three teachers, each .....	1,400
One teacher .....	1,300
Two teachers, each .....	1,200
Three teachers, each .....	1,100
Five teachers, each .....	1,000
One teacher .....	900
Five teachers, each .....	800

## MANUAL AND DOMESTIC TRAINING SCHOOL.

One supervisor .....	\$2,000
One principal, Central school.....	1,600
Two teachers, Central school.....	1,100
Two teachers, Central school.....	1,000
One principal, West school.....	1,300
One teacher, West school.....	1,100
One teacher, West school.....	1,000
Three teachers of Seventh and Eighth grades (shops)	1,000
One special teacher in Primary grades (part time) ..	1,200
Three teachers of Seventh and Eighth grades (cooking) .....	750

The salaries of the supervisor and of the teachers engaged in the manual and domestic training work are paid from the special fund raised for the support of that work.

## TEACHERS IN ELEMENTARY SCHOOLS.

For the Elementary schools teachers may be employed to a number not exceeding an average of one (1) teacher to each forty-five (45) pupils registered, and said teachers shall be assigned to positions by the superintendent of instruction and may be transferred from one position to another as the superintendent may deem for the best interests of the schools.

**SALARIES.**

The salaries per annum of principals and assistants in the Elementary schools are as follows:

Principals of Eighth grade schools having not less than thirty-five (35) rooms, fourteen hundred (\$1,400) dollars.

Principals of Eighth grade schools having not less than thirty (30) rooms, thirteen hundred and fifty (\$1,350) dollars.

Principals of Eighth grade schools having not less than twenty-six (26) rooms, thirteen hundred (\$1,300) dollars.

Principals of Eighth grade schools having not less than twenty (20) rooms nor more than twenty-five (25) rooms, twelve hundred (\$1,200) dollars.

Principals who at any time have received or who shall hereafter receive a salary of twelve hundred (\$1,200) dollars or more shall not receive less than twelve hundred (\$1,200) dollars, by reason of a diminished number of schools in her building.

Principals of Eighth grade schools having not less than fifteen (15) nor more than nineteen (19) rooms, eleven hundred and twenty-five (\$1,125) dollars.

Principals of Eighth grade schools having not less than ten (10) nor more than fifteen (15) rooms, one thousand (\$1,000) dollars.

Assistant principals of Eighth grade schools, seven hundred and fifty (\$750) dollars.

Principals of seventh grade schools having not less than sixteen (16) rooms, ten hundred and twenty-five (\$1,025) dollars.

Principals of seventh grade schools having not less than ten (10) nor more than fifteen (15) rooms, nine hundred (\$900) dollars.

Assistant principals of seventh grade schools, seven hundred (\$700) dollars.

Principals of lower grade schools having not less than sixteen (16) rooms, nine hundred and fifty (\$950) dollars.



Principals of lower grade schools having not less than eleven (11) rooms nor more than fifteen (15) rooms, eight hundred and fifty (\$850) dollars.

Principals of lower grade schools having not less than eight (8) rooms nor more than ten (10) rooms, seven hundred and fifty (\$750) dollars.

Principals of lower grade schools having not less than (4) nor more than seven (7) rooms, seven hundred (\$700) dollars.

Assistant principals of lower grade schools, six hundred and fifty (\$650) dollars.

The salaries of all teachers (other than principals and assistant principals) in the Elementary schools are as follows:

For the first year's service, four hundred (\$400) dollars.

For the second year's service, four hundred and twenty-five (\$425) dollars.

For the third year's service, four hundred and seventy-five (\$475) dollars.

For the fourth year's service, five hundred and twenty-five (\$525) dollars.

For the fifth year's service, five hundred and seventy-five (\$575) dollars.

For the sixth and seventh year's service, six hundred (\$600) dollars per year.

For the eighth and ninth year's service, six hundred and twenty-five (\$625) dollars per year.

For each year's service after the ninth year six hundred and fifty (\$650) dollars.

Teachers of the First grade with five years' successful experience in that grade receive twenty-five (\$25) per year in addition to the amount fixed by the foregoing schedule, and teachers of the First grade with ten years' successful experience in that grade receive fifty (\$50) per year in addition to the amount fixed by the foregoing schedule.

Teachers of the Seventh grade receive seven hundred (\$700) dollars per annum.

Teachers of the Eighth grade receive seven hundred and fifty (\$750) dollars per annum.

Special teachers of German in the Eighth grade receive seven hundred and twenty-five (\$725) dollars per annum.

Special teachers of German in the Seventh grade receive six hundred and seventy-five (\$675) dollars per annum.

Special teachers of German in the lower grades receive salaries based on the number of years of experience, the same as English teachers, and it is provided that no teacher transferred from a German exchange school to the position of special teacher of German of the lower grades shall thereby suffer any deduction in salary.

Teachers in German exchange schools receive an addition of twenty-five (\$25) per annum.

Graduates of the Cleveland Normal Training school are credited with one year of service in determining their salaries under the above schedule; and graduates of the Cleveland Normal school who are also graduates of a college giving regular degrees receive two years' credit.

Teachers who have had experience in other graded Public schools than in the city of Cleveland may be appointed and receive the same salaries as though their services had been in the Cleveland schools whenever the superintendent of instruction may deem it for the best interests of the schools.

#### BOYS' UNGRADED SCHOOLS.

Two teachers, each .....	\$1,000
One teacher .....	800
One teacher .....	700

#### KINDERGARTEN SCHOOLS.

One supervisor, \$850; one teacher and one assistant for each school; salaries of teachers, \$500 to \$700; salaries of assistants, \$300 to \$450.

#### SCHOOL FOR THE DEAF.

One teacher .....	\$1,500
One " .....	800
One " .....	700
One " .....	600
One " .....	550
One " .....	450

## EVENING SCHOOLS.

Thirty (30) teachers of evening schools to be employed between the 15th of October and the 1st of the following June, at two (\$2) each per day for the time actually employed.

The rules for the government of the School Council are as follows:

## ORGANIZATION.

Rule 1. On the third Monday in April of each year the Council shall elect a president, and on the third Monday in April of each even numbered year shall elect a clerk.

## DUTIES OF THE PRESIDENT.

Rule 2. It shall be the duty of the president to preside over all sessions of the Council, to maintain order, to enforce the rules, and on the fourth Monday of April appoint a standing committee on buildings and building sites.

Rule 3. He shall see that due notice is given to the Council of all requirements of the laws enacted by the General Assembly of the state of Ohio for the establishment and regulation of the schools in the city of Cleveland, and shall perform such other duties as may by custom, by law, or by the rules of this Council, devolve upon him.

Rule 4. President Pro Tem.—In the absence of the president from any meeting the Council shall choose a president pro tem., to be elected as follows: The clerk shall ask for nominations, and upon a viva voce vote the member receiving a majority of the votes given shall be declared chosen as the presiding officer for that meeting. On the appearance of the president the president pro tem. shall vacate the chair.

## MEETINGS OF THE SCHOOL COUNCIL.

Rule 5. Regular Meetings.—The School Council shall meet on each Monday night during the school year and on every first and third Mondays during July and August. All meetings shall be called promptly at 7:30 p. m.

Rule 6. Special Meetings.—Special meetings may be held at any time by the call of the president or any three members of the Council, provided that due notice thereof be given to all the members at least twenty-four hours before the meeting. All meetings of the Council and of its committees shall be open to the public.

QUORUM.

Rule 7. A majority of all the members shall constitute a quorum for the transaction of business, but a less number may vote to send for absent members, call the roll, record the names of absentees and adjourn.

ORDER OF BUSINESS.

Rule 8. Order of Business.—At all regular meetings after the calling of the roll and reading and disposing of the minutes of the previous meeting and reading of the docket, the order of business shall be as follows:

1. Communications and petitions.
2. Unfinished business.
3. Reports of committees.
4. New and miscellaneous business.

PARLIAMENTARY RULES.

Rule 9. For the general transaction of business the ordinary parliamentary rules shall be observed by the members and enforced by the president; and in case any disputed question shall arise Cushing's Manual shall be taken as authority.

PRECEDENCE OF SUBSIDIARY QUESTIONS.

Rule 10. While a question is pending no motion shall be received but to adjourn, to lay on the table, for the previous question, to postpone to a certain day, to commit to a committee, to amend, which several questions shall have precedence in the order in which they are arranged, and the first three of which shall not be debatable.

THE PRESIDENT TO HAVE A VOTE.

Rule 11. The president shall have a vote upon all questions, and whenever the vote shall be a tie the motion pending shall be considered lost. He may take part in the debate, but not without leaving the chair. On questions of order he may state facts and give his opinion without leaving the chair.

APPEALS.

Rule 12. Any member may appeal from the decision of the chair or call for the ayes and nays.

NO QUESTION TO BE RAISED A SECOND TIME, ETC. MOTION TO RECONSIDER.

Rule 13. No question decided by the Council shall be

raised again till after the next annual election of officers, unless leave to introduce the same be granted by a vote of two-thirds of all the members of the Council, but this rule shall not be construed as to prevent a motion to reconsider, provided said motion be made during the same session, or at the next regular meeting succeeding the one at which the original action was taken.

#### RULES OF SPEAKING.

Rule 14. No member shall speak longer than five minutes at any one time, nor more than once upon the same question at any one meeting, until all other members shall have an opportunity to speak upon the same, unless by leave of a majority of the members present, nor shall he speak more than twice upon the same question except by leave of a majority of members present.

Rule 15. Every member must vote upon every question on which the roll is called unless excused by the chair. Should there be any objection, however, to such excuse, he shall be compelled to vote unless excused by a vote of a majority of the members present.

Rule 16. No member shall leave a meeting unless excused by the chair. Failing to obtain such consent, he may, nevertheless, be excused on a motion by a vote of a majority of members present.

Rule 17. In event of a breach of decorum, the course to be pursued shall be that laid down in Cushing's Manual.

#### COMMUNICATIONS.

Rule 18. No communication from parties other than members or officers of the Board shall be received except in writing, unless by special permission of a majority of all the members.

#### SUSPENSION OF RULES.

Rule 19. In case of emergency the rules for the regulation of the proceedings of the Council may be suspended by a vote of the majority of the Council and the vote upon such suspension shall be by yeas and nays and entered upon the journal.

#### AMENDMENTS.

Rule 20. Any addition or amendment of the rules of the Council, or the regulations enacted for its government, shall be presented in writing at a regular meeting and lie over at least two weeks from the time of its introduction.

RULES OR RESOLUTIONS AS AMENDED TO BE SUBSTITUTED FOR  
THE ORIGINAL RULES OR RESOLUTIONS.

Rule 21. Whenever any one of the rules or resolutions of the School Council or any section of any resolution shall be amended the original rule, resolution or section shall be thereby repealed, and the amended rule, resolution or section be put in its place.

The following are the general regulations adopted by the School Council for the government of the schools:

Section 1. Terms and Vacations.—The first term of the school year shall begin on the second Monday of September and continue until Friday before Christmas. The second term shall begin on the first Monday of January, unless said Monday be the first or second day of the month, in which case the vacation shall continue until the following Tuesday, when the schools shall resume and continue long enough to make a term of twelve school weeks. The third term shall begin after vacation of one week, and shall continue long enough to complete a school year of thirty-eight weeks.

Sec. 2. Holidays.—The annual Thanksgiving day, with the following Friday, Washington's birthday, and Decoration day shall be established holidays of the schools.

Sec. 3. Library Day.—The day before Thanksgiving shall be known as Library day, at which time exercises suitable to the occasion may be held in all the schools and donations of money or books for libraries in the schools may be received.

Sec. 4. Arbor Day.—The day set apart by the proclamation of the governor of the state of Ohio as Arbor day shall be observed in all the schools with brief exercises appropriate to the occasion.

Sec. 5. School Hours.—The hours of the daily session of the High schools and Normal Training shall be from 8 a. m. to 12:30 p. m. These hours shall apply to all pupils except those of the senior class, who shall observe such school hours as the superintendent of instruction and principal of the school may prescribe. For all other schools from 8:30 a. m. to 11:30 a. m. and from 1:30 to 3:30 o'clock p. m., except from the first Monday in November to the first Monday in February the hours of the school in the afternoon shall be from 1 to 3 o'clock. The time of recess will be determined by the superintendent of instruction.

Sec. 6. Dismissions.—No dismissal of the schools at other times than hereinafter provided for shall be per-

mitted, on any pretext whatsoever, except on vote of the School Council or the order of the superintendent, given for causes concerning the best interests of the schools or of the schools dismissed.

Sec. 7. Whenever in the judgment of the superintendent the crowded condition of the schools renders it necessary, half-day schools may be temporarily organized.

Sec. 8. Dismission of First Grade Classes, etc.—The First grade classes may be dismissed at recess in the morning for the remainder of the session.

Sec. 9. Transfer of Small Classes.—The superintendent is authorized temporarily to transfer the pupils of classes composed of less than five in number to such other schools as shall be deemed by him for the best interests of all concerned; provided, that no such transfer shall be made as will in any way diminish the grade or efficiency of said school.

Sec. 10. Texts Books to be Uniform.—The studies prescribed and the text books used shall be only such as are prescribed by the Board of Education. Each pupil shall possess the required books, or after due notice to his parents or guardians, be denied admission to the school.

Sec. 11. The Clerk Shall Provide Pupils With Books.—When parents or guardians are unable to furnish the necessary books for their children or wards attending school, the clerk of the Board shall furnish the same on the requisition of the principal of the building, made in accordance with the requirements of a blank form prepared by the clerk for the purpose. The principal shall keep an accurate account of all books thus ordered and furnished, and shall at the close of each year collect and carefully store all such books, and shall furnish the clerk with a certified invoice of same according to blanks furnished by him for the purpose. Such pupils withdrawing from school shall be required to deposit their books with the teacher at time of withdrawal.

Sec. 12. Names of Buildings.—Each of the school buildings shall be known by the name of the principal street on which said building is located.

#### HIGH SCHOOLS.

Sec. 13. Excuses from Study.—Application for excuses from branches of study in the High schools may be granted without reference to the Board, by the superintendent of instruction, but no pupil shall receive a diploma of any

course until after satisfactory completion of all the studies of such a course.

Sec. 14. The commencement exercises of the High schools shall be held during the last week of each school year. Nine pupils shall be selected from the Central High school to appear on one evening. Nine pupils shall be selected from the West and South High schools to appear on the other evening at such commencement, the number from each school to bear the same proportion to the whole number to appear that the senior class of each school bears to the whole number of both senior classes.

The first pupil selected from each school shall be the one having the highest average in general scholarship during the whole course. The members of each senior class shall select from their respective class one-fourth of the number to appear, all pupils who recite with the class for six months previous being entitled to vote in this selection. The remainder of those to appear from each school shall be selected by the faculty of said school, regard being had to scholarship, literary ability and oratorical skill.

#### NORMAL TRAINING SCHOOL.

14 (a). Admission.—No person will be admitted to the Normal Training school who is not a graduate of the High schools of the city of Cleveland, or of some other academic institution of equal grade; and all who are admitted must hold a valid certificate, granted by the city Board of Examiners. Graduates of the High school shall not be eligible to entrance to the Normal school if their average of scholarship for the four years of the High school course falls below 80 per cent., unless the necessities of the school shall require a greater number of pupils in the Normal school. Candidates who hold the certificate of the Board of Examiners and are graduates of other academic institutions of equal grade to the Cleveland High schools may be admitted upon an examination over the High school course, conducted by such High school teachers as the superintendent may select for the purpose; provided such candidates shall reach an average of 80 per cent. on such examination. Persons holding a degree from a college will be admitted without such examination. No student will be admitted after the first week except on special permission of the superintendent.

14 (b). Course of Study.—The course of study and training in the Normal Training school will cover a period of two years, and will include the history and philosophy



of education, psychological study, theory of teaching, methods of instruction and discipline and actual practice in the schools under the criticism and advice of the training teachers. Arrangements will be made allowing students who hold a college degree to finish the course in two terms.

14 (c). Promotion of Pupils.—Pupils shall not be promoted to the Training department until they have given satisfaction in the work of the theory department.

14 (d). Graduation.—The requirements for graduation are faithfulness, and a good degree of success in both the theory department and the training department. In appointing teachers for the Elementary schools, aside from the appointment of teachers of experience and marked competency, preference will be given to the graduates of the Normal Training school, although graduation will not of itself entitle one to an appointment.

14 (e). Substitute service.—During the second year of the course pupils of the Normal school may be called upon for substitute work in the city schools; and for such service they shall receive compensation at the rate of two dollars (\$2) per day for the time during which they are actually employed.

#### EVENING SCHOOLS.

Sec. 15. The evening schools shall be opened each year on or about October 15 and closed before the first day of June.

Sec. 16. The evening schools shall be established and conducted in all school districts whenever in the judgment of the superintendent of instruction it will be advisable and practicable to do so; provided, that whenever the average attendance for one week falls below fifteen in any school, the school shall be immediately closed.

Sec. 17. No person shall be admitted as a pupil under fourteen years of age (Sec. 4022-1 et seq.) unless he shall have a compulsory education permit from the superintendent of instruction, and no person over twenty-one years of age (Sec. 4013), unless such person pay a tuition fee of 10 cents per term.

Sec. 18. The said schools shall be kept open between the hours of 7 and 9 p. m. on regular school days and the teachers in such schools shall enter upon the register the name, age, residence and occupation of all pupils.

Sec. 19. The course of study in said schools shall be directed by the superintendent of instruction, and said

schools shall be supervised by the regular supervisors detailed by the superintendent for that work, and all teachers and pupils of evening schools are to be governed by the same rules as govern day schools so far as practicable.

#### DISTRICTS.

Sec. 20. Pupils to Attend in their Own Districts.—No pupil shall be allowed to enter or remain in any school out of his or her district, except by special permission of the superintendent of instruction. Transfers shall not be granted because of supposed difference in the character of the schools or of individual pupils of the schools in question. The only grounds upon which transfers may be issued shall be the convenience of the schools and the fact that the child is very young, or is physically disabled so that it can attend in another district more easily or safely than in the district in which its parents or guardians reside. No transfer shall be made or recognized except there be accommodations in the grade or school to which the transfer may be made or given. In case of removal from one school district to another within any school year, parents shall have the privilege of continuing their children to the end of the current year in the school which they may have attended at the time of removal without formal transfer.

Sec. 21. Non-Resident Pupils.—None but children, wards or apprentices of residents of the city of Cleveland or territory annexed for school purposes, shall be allowed to attend the schools free, but other persons within the school age, on the payment of tuition fees prescribed by the School Council, may be admitted whenever the superintendent of instruction is satisfied that such admission will not occasion inconvenience to resident pupils.

Sec. 22. Tuition charges for children of non-residents who are not taxpayers on property within the limits of the city of Cleveland, shall be, in the Training and High schools, \$1 a week; in all schools of lower grades, 50 cents a week, payable by the term in advance. Non-residents who pay taxes on property in the city shall be charged in each case the difference, if any, between the part of such taxes which goes into the school fund and the tuition charges as aforesaid.

Sec. 23. At the beginning of each term the principal of each school shall report to the school director, on blanks furnished by him, the names, residences, and the names of the parents of all children of non-resident parents attending

their schools, and upon notice from the school director that any of such children have failed to pay the tuition fee herein provided for, they shall be immediately excluded from the school, and shall not be permitted to re-enter the school except on presentation to the principal by the pupil of the receipt for said tuition.

Sec. 24. Vaccination, Contagious Diseases.—No teacher or pupil shall attend any school without furnishing a satisfactory certificate that he or she has been successfully vaccinated or otherwise protected from the smallpox, and no pupil affected with smallpox, scarlet fever or diphtheria, or other contagious diseases, or directly exposed to the same, shall be allowed to attend the public schools till all danger shall have passed, as certified by the health officer.

Sec. 25. Rules of Superintendent of Instruction.—Evening schools, boys' schools and schools for the teaching of German, the Manual and Domestic Training schools, together with all the officers, teachers, clerks and other employes of the department of instruction, shall be governed by rules and regulations made by the superintendent of instruction and approved by the School Council.

Rules for the School Director.—The officers, clerks, janitors, carpenters and all other employes of the executive department, shall be governed by the rules made by the school director when approved by the School Council.

Sec. 26. Increase of Salaries.—The salary of no officer, teacher or janitor shall be increased or diminished, either directly or indirectly, during the time for which he or she may have been employed, except in case the Board requires other services than, and in addition to, those for which the party was appointed; nor in any such case, unless the compensation for said extra service be fixed at the time of the action of the Board requiring the same.

Salaries of Teachers.—The salaries of the teachers for the next school year shall be fixed by resolution of the School Council prior to the first of June in each year, and will not be changed in the course of the ensuing year unless the nature of the employment shall be necessarily changed. Salaries which are determined upon the basis of experience, will be so determined at the time the first monthly payroll is made up after the opening of the schools in September, and shall not be changed during the year. If substitutes perform the duties of teachers in their absence, either on account of sickness or on leave of the superintendent, such substitutes shall be paid upon the basis of the experience of such substitute,

provided the per diem allowance does not exceed the amount paid the regular teacher. In such cases the amount paid the substitute, and that only, shall be deducted from the salary of the regular teacher. But teachers who are absent more than twenty consecutive school days shall be paid nothing for the time in excess of twenty days.

CLERK.

Sec. 27. Duties of the Clerk. It shall be the duty of the clerk of the Board to attend all sessions of the Council, to keep an accurate record of the proceedings of such sessions in a book kept for that purpose, and index the same. The index shall contain the following headings:

1. Petitions.
2. Claims.
3. Reports.
4. Communications.
5. Resolutions.
6. Miscellaneous matter.

He shall also receive, open and properly dispose of all communications addressed to the Board of Education or School Council, and shall have charge of the bonds of the director, auditor and treasurer and preserve the same as required by law.

Sec. 28. He shall keep a record of all supplies for indigent pupils, shall supply each principal with printed requisitions to be sent to parents or guardians, and no book shall be issued unless protections and return are first guaranteed by the parent or guardian. These requisitions shall be left on file with the principal, who shall see that the books are returned if the pupil leaves school before the end of the term, and shall get the books at the end of the term. He shall also supply the principals with requisitions to be made upon himself, but the principal shall make no requisitions for books for which they have not first received parent's or guardian's guarantee. He shall send to the principals within two days after receiving such requisition, the supplies asked for, and at the end of each school year he shall collect the books from each school as per requisitions made upon himself, and charge up to each school any shortage which may occur.

Sec. 29. Notice of Special Meetings.—It shall be the duty of the clerk to notify members of the Board of special meetings called according to the rules.

Sec. 30. Business Records.—He shall keep a regular docket, and place upon the same all reports due at certain

periods, pursuant to the rules and regulations of the School Council. He shall likewise place upon the docket resolutions, reports, applications and communications which are referred to committees or officers, whether such references are made with or without instruction for reporting an opinion, for action, or with power to act; and he shall keep all such matters standing upon the docket until the same are disposed of by report and action of the Council, or by default, and which shall be read in connection with the minutes of the previous meeting.

Sec. 31. Payrolls.—It shall be the duty of the clerk to prepare all payrolls upon the data and information furnished him by the school director and the superintendent of instruction, and subject to the supervision and approval of the said director, superintendent and the president of the School Council, and he shall be present and assist in the payment of all employes of the Board of Education.

Sec. 32. Notice to Committees.—The clerk shall, when any application, resolution, proposition or other business has been referred to a committee, within a reasonable time thereafter, notify the chairman of such committee in writing of such reference, furnishing him with an extract of the subject thereof, and with such books, maps, plans and documents in the possession of the Board as such reference may require.

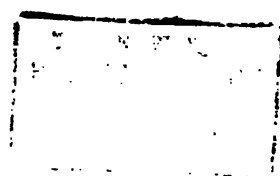
Sec. 33. Committee Meetings.—The clerk shall call committees together when requested to do so by their respective chairmen; but in case the chairman refuses or neglects, then, at the request of the balance of the committee, he shall call a meeting of the committee, and a majority of the committee shall constitute a quorum for the transaction of business, but no business shall be transacted without notification to each member, except when requested by the Council.

Sec. 34. Copies of Resolutions, etc.—The clerk shall furnish all officers or employes of the Board, and all other persons directly interested, copies of all resolutions immediately after their adoption by the Council.

Sec. 25. Enumeration.—He shall, in accordance with the revised statutes of Ohio, annually cause to be taken an enumeration of the unmarried youth between the ages of six and twenty-one years, residing in the several wards or school districts of the city, and on or before the second Monday of October certify the same to the auditor of Cuyahoga county, according to the full requirements of said law.



APPARATUS FOR SCIENCE WORK—GRAMMAR GRADE.



Sec. 36. Office Hours.—He shall devote himself exclusively to the duties of his office, as prescribed by law, as herein provided, or may hereafter be imposed by the Council, and shall keep his office open, and be present thereat, from 8 a. m. to 11:30 a. m., and from 1 p. m. to 5:30 p. m.

PHYSICAL EXAMINATION OF TEACHERS.

Resolution.—Resolved by the School Council of the Board of Education of the city district of the city of Cleveland that a medical board consisting of three female physicians be appointed by the school director and confirmed by the School Council, whose duty it shall be to examine into the physical qualifications of all women who make application for appointment to positions as teachers in the Cleveland public schools. Any person found physically incapacitated by such Board to perform properly and efficiently the duties incumbent upon her as a teacher will be considered ineligible for appointment. Any person who may apply for a position in the High schools shall, before receiving appointment, file with the superintendent of instruction a certificate from a physician designated by the school director that he is physically qualified for the service required of him as teacher. The expense incident to the examination herein provided for so far as it applies to residents of the Cleveland school district shall be met by an appropriation by the Board of Education.

The following are the regulations of the department of instruction.

OFFICERS.

I. Supervisors.—The supervisors will have special charge of methods of instruction and of discipline. Prior to the opening of the schools in September they will see that pupils are properly classified in grades and that schools are organized with a suitable number of pupils in each, and from time to time they will report to the superintendent any changes in organization which may seem to them desirable. While the schools are in session, the supervisors will visit the schools frequently and have immediate oversight of instruction and discipline. Beyond this, each supervisor will, at the opening of each school year, be assigned to the special charge of particular grades of schools or branches of work, and within the scope of such assignment the supervisors so assigned will be held primarily responsible for the success of the teacher in managing the school and for the quality of the work performed. Principals will not be held responsible for correct methods of instruction throughout their



buildings and will not undertake to direct the same, but they will be expected to have general knowledge of the work of each teacher and to communicate information to the supervisor in charge, who will advise with, assist and direct the teacher, as may be necessary. In any case where a teacher may be seriously delinquent, unable to manage the school properly or efficiently instruct it, the matter will be reported to the superintendent.

In any aggravated case of delinquency where immediate action seems imperative, the supervisor may suspend the teacher from duty and direct her to report to the superintendent.

2. Superintendent's Clerk.—The superintendent's clerk will have general charge of the office, will attend to the correspondence, see that all reports are promptly presented and records properly kept, and that all necessary blanks and office supplies are in readiness for, and are distributed to, the principals and teachers.

3. The Truant Officer.—The truant officer will have general charge of the truancy department. He will be expected to have a general knowledge of the work in the several school districts of the city. He will keep a daily diary, also a record of the name, age and residence of each delinquent minor, together with date of official notification and final disposition of the case. He will make a summary, monthly report to the school director and to the superintendent of instruction, also a formal report and schedule of work performed in the department, to the school director at the close of each school year. The assistant truant officer will be under the direction of and general supervision of the truant officer. They will keep a daily diary and make a summary report to the truant officer, and at the close of each calendar month a summary of work performed during the month. The diaries and records of the truant officer and his assistants will be open to the inspection of the school director and the superintendent of instruction at all times. The truant officer and assistants will yield ready response to all requests of the school director and the superintendent of instruction, respect the requests of principals and teachers in matters of truancy and non-attendance, and prosecute the duties of the office with fidelity, to the end that all children shall be given the educational advantages to which they are entitled under the law.

#### SPECIAL TEACHERS.

4. The special supervisors of music, drawing, penman-

ship and physical education will visit regularly and impartially all of the schoolrooms in the city. At the time of their visits the teachers in charge of the rooms visited will remain and engage in the work done. Each special teacher will, on the first day of each month, prepare a time-table showing the times and places of visits during the ensuing month and deliver a copy to the superintendent and the principal of each building to be visited during the month.

#### TEACHERS.

5. Re-appointments.—Teachers who are already employed will be continued except for cause, and those whose services it is deemed advisable to continue will be so notified before the close of the schools in June, and requested to file an acceptance to re-appointment. A failure to file such acceptance within ten days will be deemed equivalent to a declination.

6. New Appointments.—Additional teachers will be appointed when necessary. Vacancies in the High schools will be filled by the appointment of teachers of the highest competency and the best special adaptation to the particular work to be performed, whose services are available.

In making appointments for the Elementary schools, it will be the aim to secure the services of some persons of experience and proved competency who have been notably successful as teachers in other places. Aside from such persons, and in choosing among beginners, preference will be given to the graduates of the Cleveland Normal Training school. Graduation from the Cleveland Normal school shall not, however, of itself confer any right upon such graduate to employment in the public schools of this city. No person will be appointed without specially successful experience as a teacher, or who has not completed an academic course of study equivalent to that provided at the Cleveland High schools, and, in addition thereto, a professional course equivalent to that of the Normal Training school, unless the demand exceeds the supply.

7. Assignment to Positions.—The appointment of a teacher will not constitute an assignment to any particular position. Such assignment to position will ordinarily be announced prior to the opening of the schools, but the superintendent will make re-assignments whenever it may appear to be in the interests of the schools.

8. Principals of Buildings. The principals of the several buildings will exercise a general care of their build-

ings and a general oversight of the schools. They will keep themselves informed as to all details in their respective buildings, and will see that the regulations and all of the directions of superior officers, given to or through them, are promptly and fully complied with. They will aid all teachers with suggestions, and advice where practicable, and will report to the superintendent or his assistants any unbecoming conduct or any improper or inefficient work to which, in the interests of the schools, the attention of the superintendent's office should be called.

9. Attendance of Teachers.—Teachers will be in attendance at their respective schoolrooms and ready for the reception of pupils at least twenty minutes before 8:30 o'clock in the morning, and at least fifteen minutes before the time for opening schools in the afternoon, and will vacate their rooms no later than forty-five minutes after the close of the afternoon session. They will report monthly, as called for by personal report blanks, any absence or tardiness on their part, with the cause of the same clearly stated.

10. Teachers' Meetings.—There will be general meetings and grade meetings called by the superintendent from time to time, as the conditions of the schools and the work may necessitate. Meetings of the High school faculties and of the teachers in any other building, will be called by the respective principals when needed. A meeting for instruction by the special supervisors will be held each Saturday morning. The special supervisors in physical education may call meetings of the teachers in any one school building for not more than forty-five minutes at the close of school, on any afternoon which is not occupied by a meeting called by another supervisor or by the superintendent. Special meetings may be called at any time. Teachers will attend all meetings to which they are called. Absence or tardiness will be reported and no excuse will be allowed in such cases, except as would justify the same at a school session.

11. Correct Habits. It shall be a duty of the first importance on the part of teachers to be models in personal appearance and in conduct, for the pupils under their care. They are especially enjoined to avail themselves of every opportunity to inculcate neatness, promptness, politeness, cheerfulness, truthfulness, patriotism, and all the virtues which contribute to the effectiveness of the schools, the good order of society, and the safety of our American citizenship.

12. Professional Study. It is expected that all teachers in the Cleveland schools will be constant students of the

science and art of education through the use of the pedagogical as well as other departments of the public library and the standard periodicals of the day as found in the teachers' reading room. All opportunities for special or general culture which this enlightened city affords should be eagerly and conscientiously employed to the furtherance of this end.

13. Visits to Other Schools.—Principals and teachers will be allowed one day or more at the discretion of the superintendent or one of the supervisors, in each school year to visit other schools of the city in order to observe the modes of instruction and discipline therein pursued. On permission of the superintendent this privilege shall extend to other school systems in place of our own. Applications for visiting days will in general be made to the supervisors.

14. Assignment of Work, Time Schedule, Recesses, etc.—At the opening of the schools in September, the superintendent will publish a course of study for the different grades and the amount of time to be occupied by each branch of study. At the opening of each year each teacher will make and forward to the superintendent a programme of exercises for each day, and a copy of the same will be posted on her schoolroom door. There will be a morning recess commencing at 10:15 o'clock and ending at 10:30 o'clock, and an afternoon rest of five minutes, commencing at the end of the first hour of session. While all teachers are expected, within the lines laid down by the superintendent's office, to exercise their own judgment and ingenuity and power of originality as to the methods and devices for carrying out their work, they should not eliminate from the work assigned to their grades, or deviate largely from the schedule of time prepared for them.

15. Applications to Superintendents.—All applications to the superintendents by teachers will be made in writing, or in person between the hours of 3:30 and 5:00 p. m. on school days, and between 8:30 and 11:30 o'clock a. m. on Saturdays, at the superintendent's office.

16. Agents, Lectures, Advertisements, etc.—No teacher will permit time to be occupied in, or about the school building, whether during school hours or not, by agents, lecturers, exhibitors or any other person having a commercial end in view, and no advertisement will be distributed through the schools, except on authority of the superintendent.

17. Collections. No collections of money or goods will

be permitted in the schools except upon the special permission of the Board of Education.

18. **Records and Reports.**—Unusual care will be exercised by all principals and teachers to keep all records with scrupulous fidelity and to make reports with completeness and absolute punctuality.

19. **Marriage.**—The marriage of a female teacher will be considered equivalent to a resignation of her position.

20. **Absence.**—Temporary absence of teachers on account of sickness will be excused, provided notice thereof is communicated to the principal and to the superintendent's office in time to provide a substitute and prevent any embarrassment to the school. For any other cause than sickness leave of absence must be first obtained of the superintendent. Leave of absence will not be granted for any long period of time; but absence for study or foreign travel will be encouraged, and when the teacher desires to return, such preference as is practicable will be given on account thereof.

21. **Discipline.**—Teachers are charged with the responsibility of holding their schools well in hand and governing them effectually. Corporal punishment will not be resorted to. Corporal punishment as here used must be interpreted as including all indignities inflicted upon the person of pupils. Children will not be deprived of the whole of any recess or detained after school more than twenty minutes, and then only in the afternoon. This privilege of detaining pupils after school is for purposes of discipline when this shall be necessary, and not for any form of instruction or assistance in regular studies. The limit may be extended in any individual instance, when necessary, by an arrangement with the principal. When aggravated cases of misbehavior arise, which do not yield to usual treatment, the teacher will be likely to effect desirable results by advising with parents. If necessary, the teacher will seek the aid of her principal in the matter and they may present the matter to the supervisor having the oversight of the discipline of the school. Cases of truancy will always be reported to the truant officer. As an extreme measure, and when the good order and security of the school require it, the child may be either sent to one of the Unclassified schools, suspended or altogether excluded from the privileges of the school. This, however, will not be done by teachers or principals except after report to and upon the direction of the superintendent's office.

## UNCLASSIFIED SCHOOLS.

22. Whenever it shall appear that the attendance of any boy is, for reason, prejudicial to the interests of a school and his association with other children is improper, he will, unless the difficulty can be soon remedied, be sent to one of the boys' Unclassified schools. In these schools every effort must be made to reform and reclaim him, and as soon as the teacher of such school has reason to believe that the boy may with safety and propriety be returned to the school where he belongs, it will become the teacher's duty to report that fact to the supervisor having oversight of the discipline of the district in which such school is situated. Corporal punishment will be allowed in the Unclassified schools when in the judgment of principal and supervisors it is necessary.

23. Warming and Ventilating Rooms.—Teachers will pay careful attention to the warming and ventilating of schoolrooms. The utmost care will be taken that the children are not allowed to sit in currents of cold air. At recess teachers will see that a proper supply of fresh air is admitted to the room. The thermometer, hung five feet from the floor, should be kept at seventy degrees as far as practicable. When it falls below seventy degrees and cannot be readily advanced, the principal should be notified and she will communicate with the janitor. If the thermometer falls below sixty degrees, the school may, with approval of the principal, be dismissed. A record of the standing of the thermometer at each hour of the day will be kept upon the blackboard in each room unless otherwise directed.

24. Repairs and Supplies.—The principal of each building will monthly report any absence or neglect of duty of the janitor thereof to the superintendent and transmit to him from time to time a list of all repairs and supplies which may be required. In case of extreme inefficiency or neglect on the part of the janitor, the matter should be reported to the superintendent without waiting for the regular time of such report.

25. Care of Schoolrooms.—Teachers will have the immediate care of their respective schoolrooms and be held responsible for the preservation of all furniture and apparatus thereto belonging; they will annually, at the close of the year, give their principals an inventory of all furniture and supplies therein, on blanks to be furnished by the school director. They will also co-operate with the principals in securing good order and neatness in the halls and about the school premises.

## PUPILS.

26. **Duties of Pupils.**—Every pupil is required to attend school punctually and regularly; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers and kind and obliging to schoolmates; to refrain entirely from the use of profane and improper language, and from the use of tobacco in any form, and to be clean and neat in person and attire, and generally to obey the directions of teachers and conform to the rules of the school.

27. **Absence and Tardiness.**—After each morning and afternoon session it shall be the duty of the teacher to notify the parent or guardian of every absent pupil, and of every one tardy, without excuse for such absence or tardiness. Children shall not be sent home for excuses, when tardy nor on account of previous absence, but may be required to furnish an excuse or explanation at the next session of the school, provided that notice of tardiness and absence shall be served in every case according to this rule.

28. **Leaving the Room.**—Pupils will be permitted to leave the schoolrooms in school hours when necessary, and teachers are required to use all possible care in respect to this matter.

29. **Unnecessary Absence or Tardiness.**—Pupils absent more than three half days, or tardy more than three times in any school month, without any reasonable excuse, may be referred to the principal, who, when all other means fail, may refer the case to the supervisor. But no teacher will thus report any pupil until she has given the parent or guardian due notice of the delinquency, and employed all other appropriate means to secure regularity of attendance.

30. **Suspensions for Misdemeanors.**—Pupils guilty of the above or other irregularities, and habitually neglectful of their study and of the rules of the school, may be required to report themselves to the supervisor in charge of the discipline of the school, but no teacher will otherwise suspend any child from attendance at the school. When pupils are referred to the office for discipline teachers should take extreme care that pupils and parents know the office hours of the supervisors to whom the reference is made. Pupils will be suspended by a supervisor only under the direction of the superintendent.

31. **Dismissals.**—No pupil will be allowed to leave the school, save in cases of illness, before the close of school

hours, except at the written request of the parent or guardian. All such requests, however, will be discouraged by the teacher as much as possible; and if there is reason to suppose that the request is made for reasons insufficient to warrant the interruption of the pupil's studies and recitations, the request will be refused.

32. *Damage to School Property.*—Pupils who are guilty of defacing or injuring any school property will be required to pay for all damages. Notice of said damage will be sent to the parent or guardian of the pupil, and in default of payment the matter will be reported to the school director.

33. *Pupils Not to Assemble on School Premises.*—Pupils are expected to be quiet and orderly on the school grounds and adjacent streets. They will not assemble about the school premises before 8 o'clock in the morning, Central Standard time, nor remain after the dismissal of the school.

34. *Remaining at Noon Recess.*—All children who live too far from their respective schools to go home will have the privilege of remaining in the school building during the noon recess, provided they properly conduct themselves. But under no circumstances shall the pupils be locked in the basement or rooms during this period.

#### COURSES OF STUDY.

35. The course of study will cover a period of eight years in the Elementary schools, four years in the High schools, three years in the Manual Training schools, and two years in the Normal Training school. The High school work and the Manual Training work may, however, be pursued at the same time.

#### GRADES, PROMOTIONS, EXAMINATIONS, GRADUATIONS.

36. There will be eight grades of pupils, according to proficiency, in the Elementary schools, which will be known and designated, commencing with beginners, as first grade, second grade, etc. In the High schools the classification will be by years and designated first year, second year, junior year and senior year. In the Manual Training schools the designation will be first year, second year and third year.

37. *Promotions.*—Promotions from grade to grade in the schools will be made as follows:

(a) In the Primary and Grammar grades excepting the Eighth grade, of the Elementary schools, there will be no daily markings of pupils except for attendance, and no



stated or previously announced examinations or tests of their proficiency.

(b) The teacher of each grade will, upon a sheet to be provided for the purpose, and known as the "proficiency sheet," enter the name of each pupil in her charge, and on or before the first day of each school month will enter in the appropriate place, opposite each name, the initial letter of one of the following words, viz.: Admirable, Excellent, Good, Fair, Poor. The letter thus entered will represent the teacher's best judgment of the quality of the ordinary and regular work of the child in the several branches of study during the preceding month, and will not be determined by any special examination whatever. All writing upon the "proficiency sheets" will be in ink, and, except when in hands of the teacher for the purpose of being marked, such sheets will be kept in the office of the principal.

(c) In cases where the progress of pupils during the year is not satisfactory to the teachers, information to that effect will from time to time be sent by the teacher to the parents of such pupils.

(d) On the first of June in each year, each teacher will make and certify upon blanks provided, a list of the pupils in her room, who, in her judgment, are entitled by reason of proficiency, to promotion to the next grade at the opening of the next school year, and with the approval of the principal the pupils so certified will be thus promoted except from the Eighth grade. At the same time the principal and Eighth grade teachers will jointly certify the standing to which pupils in that grade are entitled upon the basis of their record in the proficiency sheets, expressing their judgment of such standing by one of the words used in such record.

(e) In the First and Second grades the determination of the teacher, with the approval of the principal, will be final. In the Third, Fourth, Fifth, Sixth and Seventh grades the pupils who are not certified to be entitled to promotion may, upon the written request of their parents or guardians, try a written examination to be prepared by the superintendent, and if they pass the same they will become entitled to promotion.

(f) With the approval of the principal, any teacher may, at any time during the year, promote on trial to the next grade any pupil who is specially proficient, and who seems able to do the work of that grade.

(g) Teachers will pay special attention to pupils who have been held in one grade longer than one year, and will

advance them as soon as they may seem able to take the work of the next grade. No pupil will be kept in the same grade more than two years without the approval of the principal, who will report the facts to the superintendent's office.

(h) Graduation from the Elementary schools will be determined by an examination prepared by the superintendent, the result of which will be averaged with the estimate of the standing of the pupils as provided for in paragraph d; but the papers of all pupils whose estimates are "Poor," will be sent to the superintendent's office for consideration.

(i) Graduates of the Elementary schools will be admitted to the High schools upon their certificates of graduation. All others, whether previously connected with the Cleveland schools or not, will be admitted to the first-year class in the High schools upon passing the High school entrance examination held prior to the opening of the schools. Certificates from other schools shall be valid when countersigned by the superintendent. No pupil will be admitted to the High schools after the first of October, in any year, except upon the special permission of the superintendent.

(j) The principals of the High schools may, with the approval of the superintendent, return to the Grammar schools any pupils who are found to be unprepared for High school work.

(k) Pupils will be advanced in the High schools under the direction of the respective principals of said schools and will, in the discretion of the Board of Education, be graduated therefrom upon the certificates of the principals that they have satisfactorily completed the prescribed course of study. Such certificates will be based upon the standing of students in the schools and an examination approved by the superintendent. At graduation, diplomas will be awarded at public commencement exercises.

#### STUDY OF GERMAN.

38. Organization of German Classes.—Every eighty or one hundred pupils of any one of the lower Elementary grades according to the course of study prescribed for said grades, whose parents or guardians desire them to pursue the study of English and German jointly, shall be divided into two sections, to be placed under the instruction of an English and a German teacher, who shall exchange sections every half day. Classes of forty pupils may be organized, provided that a teacher can be provided for the same who is

competent to teach the two languages. Whenever, in any Elementary school, forty pupils are found in the four higher grades, whose parents or guardians desire them to continue the study of the German language in connection with their English studies, a teacher of German will be employed and the pupils of several classes will attend his instruction for one lesson of not less than forty minutes per day, the time to be so arranged by the supervisors as to prevent any interference of the German and English studies.

39. Transfers of Pupils for Instruction in German.—Children not residing in districts for which instruction in the German language is provided, whose parents or guardians desire them to pursue that study, may obtain a transfer to the districts where German is taught, on making application to the superintendent.

40. Time to Begin the Study of German.—Children of German-speaking parents will be permitted to begin the study of German upon their first appearance in school, and a card will be presented to each of these pupils, making inquiry whether his parent or guardian wish such pupil to study German, or English only.

Children of English-speaking parents will be permitted to begin the study of German only at the opening of the second school year, and only on written request made by the parent or guardian. Application cards for such requests shall be furnished to the parent or guardian.

41. Discontinuance of German.—Permission to discontinue the study of German will be granted only by the supervisor of German or the superintendent of instruction.

#### EVENING SCHOOLS.

42. Evening schools will be maintained as directed by the Board of Education. Pupils in the day schools will not be admitted nor will any pupil under fourteen years of age be permitted unless he holds a compulsory education permit from the superintendent. Different schools will be maintained for the different sexes.

#### FLAG DAYS.

43. Principals will see that the flag is displayed from their buildings upon the following days:

January 1—New Year's Day, and anniversary of issuance of the Emancipation Proclamation in 1863.

January 13—Establishment of public schools in Cleveland, 1837.

February 12—Lincoln's birthday.  
February 22—Washington's birthday.  
March 1—Admission of Ohio as a state, 1803.  
April 9—Surrender of Appomatox. Close of Rebellion.  
April 15—Death of President Lincoln, 1865. (half mast.)  
April 19—Battle of Lexington and Concord. Opening of the Revolution.  
Arbor Day—Fixed by proclamation of the governor.  
May 30—Memorial Day.  
July 4—Independence Day.  
September 10—The victory of Lake Erie, 1813.  
September ..—The day of opening schools.  
September 19—Death of President Garfield, 1881 (half mast.)  
October 21—Columbus Day.  
December 22—Forefathers' Day.  
December 25—Christmas Day.

OFFICE HOURS.

44. The office hours of the superintendent and his assistants will be from 3:30 to 5 o'clock p. m. on school days, and from 8:30 to 11:30 a. m. on Saturdays.

KNOWLEDGE OF REGULATIONS.

45. A copy of these regulations will be kept in every schoolroom and ignorance thereof will excuse no one for failing to observe any of their provisions.

The following rules are for the government of the executive department:

SECRETARY.

It shall be the duty of the secretary to keep all the records of the executive department, prepare contracts, forms, specifications, leases and legal notices and advertisements, and perform such other duties as the school director may from time to time require.

CLERK.

The clerk in the executive department shall assist the secretary in keeping the records in the office of the school director, act as page for the School Council, and perform such other general and specific duties as may be required by the School Council or the school director.

## SUPERINTENDENT OF BUILDINGS.

The superintendent of buildings shall be the head of the building department and architect of the Board. He shall prepare plans and specifications for new buildings; also for repairs when estimated cost of same shall be one hundred (\$100.00) dollars or more, and superintend construction.

He shall have general charge of all buildings and grounds, protect from injury all property of the Board, and perform such other general or specific duties as may be assigned him by the Board or school director.

All plans and specifications prepared by him shall be the property of the Board, and he shall preserve these and all other plans now belonging to the Board in his office.

He shall approve all estimates for material furnished and work done on building contracts, be responsible for their correctness, and certify them to the school director.

He shall keep thoroughly informed as to the condition and safety of all buildings, and shall, after the close of each school year, make a report in writing to the school director of all the furniture, apparatus and effects in the several school buildings, together with an estimate of the present value of such property, a statement of its condition, and its increase or loss of value as compared with the statement in the previous year's report.

He shall give bonds for the faithful and efficient performance of his duties in the sum of ten thousand (\$10,000) dollars to the approval of the school director.

## ASSISTANT SUPERINTENDENT OF BUILDINGS.

The assistant superintendent of buildings, under the direction and order of the school director, shall superintend repairs, hire and have control of all workmen in the employ of the Board, and report any changes, repairs and improvements that may be needed.

He shall oversee and direct the janitors, receive and have the custody of all storeroom supplies, distribute the same upon proper requisition, keep a separate account thereof with each building, and report the same to the school director as may be required.

He shall report any inefficiency or neglect of duty by workmen or janitors, and shall perform such general or specific duties as may be assigned to him.

He shall give bonds for the faithful and efficient per-

formance of his duties in the sum of one thousand (\$1,000) dollars, to the approval of the school director, and shall keep a suitable conveyance to be used in performing his duties for the Board.

He shall be at his office at 9:00 a. m. and from 4:30 to 5:30 p. m.

HEAD CARPENTER.

The head carpenter, under the orders and direction of the assistant superintendent of buildings, shall oversee and have charge of all the carpenters and other workmen employed, keep an accurate daily record of the time and on what buildings employed, and be responsible for its correctness.

He shall report daily for instructions and perform such general and specific work as may be assigned him.

He shall keep a suitable conveyance to be used by him in the execution of his work, and shall give bonds for the faithful and efficient performance of his duties in the sum of five hundred (\$500) dollars, to the approval of the school director.

JANITORS.

The janitors of the several school buildings shall be under the direct supervision and control of assistant superintendent of buildings, and are required, during the session of the school, to promptly comply with the requests of the principals of the school.

Sweeping, Dusting and Cleaning.—They shall keep the school buildings, water-closets, basements and outhouses thoroughly cleaned and free from lead pencil and chalk marks. They shall sweep the schoolrooms, cloakrooms and halls, the halls to be swept with damp sawdust and thoroughly dust the woodwork and furniture thereof after such sweeping. All sweeping and dusting shall be finished thirty minutes prior to the opening of the school.

They shall have possession of the rooms not later than forty-five minutes after the close of the afternoon session; they shall dust the walls of the schoolrooms and of the halls as often as may be necessary; they shall scrub the floors and wash the woodwork, windows and transoms as often as they may be directed to do so by the assistant superintendent of buildings, and always before the commencement of the third term in April, they shall keep the schoolyards clean, and all the walks both inside and outside the fences, belonging to the school grounds, well swept and free from snow; and,

when covered with ice, said walks and steps around the buildings shall be well covered with sand or sawdust, so as to effectually prevent slipping thereon.

Each janitor shall open the basement, or where there is no basement, the hall of his or her building, so as to admit the pupils at 8 o'clock in the morning and one-half hour before the opening of the schools in the afternoon during inclement weather. In pleasant weather the school buildings shall be open for admission of pupils twenty minutes before the opening of the school.

Heating apparatus.—The janitors shall have the exclusive control of the heating apparatus, under the direction of the assistant superintendent of buildings, and they shall be held responsible to the Board for any damage to the same, resulting from their carelessness or neglect; they shall report promptly any defects in the steam-heating apparatus, furnaces, stoves and stovepipes, to the assistant superintendent of buildings; where steam is used the janitor shall promptly turn it off or on at the request of the teacher desiring the change, but in no case shall the teacher or pupils interfere with said apparatus. In school buildings heated by stoves, the janitor shall supply coal for said stoves as directed by the teacher; and shall keep the stove well blacked.

Miscellaneous.—They shall give special attention to the ventilation of the schoolrooms, halls and basements, under the direction of the principals and the assistant superintendent of buildings; they shall fasten loose seats to the floor, glaze windows when necessary, keep doors in repair, and keep the window curtains in good order; they shall wash and fill with ink the ink wells when requested to do so by the teachers; they shall present all requisitions for supplies at the office of the assistant superintendent of buildings, on Saturdays, between 7:30 and 10:30 a. m., and return thereafter to their respective buildings.

They shall be held responsible for the correctness of all receipts signed by them for coal or other supplies delivered, and for the amount of ashes taken from their school buildings.

They shall perform such other duties as may be required of them not inconsistent with the duties herein prescribed.

They shall give bonds for the faithful and efficient performance of their duties in the sum of five hundred (\$500) dollars, to the approval of the school director.

The sinking fund commission is governed by the following rules:

Resolution No. 168. A resolution to create a sinking fund to pay the bonded indebtedness of the Board of Education now outstanding. To provide for the control and management of said fund and for the appointment of a sinking fund commission, as authorized by an act passed March 17, 1893, entitled "An act to create a sinking fund to provide for the payment of bonded indebtedness of Boards of Education of city districts of the second grade of the first class."

Section 1. Resolved by the School Council of the Board of Education that a sinking fund is hereby created for the purpose of providing for the payment of the bonds of the Board of Education and the interest thereon.

Sec. 2. That Samuel W. Sessions, Myron T. Herrick, Albert L. Withington, William F. Carr and William J. Morgan are hereby appointed sinking fund commissioners, and they and their successors are hereby constituted the Board of Education Sinking Fund Commission.

The said commission and their successors, each for himself, shall severally execute good and sufficient bonds, with two or more good and solvent sureties, to the approval of the school director and the School Council, and payable to the Board of Education of the city district of the city of Cleveland in the sum of thirty-five thousand (\$35,000) dollars, conditioned that he shall in all respects discharge his duty as such commissioner, and that he shall honestly and truly account for all the money, stocks, bonds, mortgages, securities and property that may come into his possession either directly or indirectly as such commissioner. And in case a surety or sureties of any one of the above bonds or on any bond given as such commissioner die or remove from the county of Cuyahoga or become financially insolvent, the said commissioner giving such bond shall immediately give a new bond with sureties as above.

Sec. 3. That the auditor of the Board of Education shall be the auditor of said commission, and shall keep an accurate record showing the maturity of the bonds of said Board and the interest thereon, also a record of the money received and disbursed by said commission, and such other accounts as the commission may require of him.

The said commission shall also keep an accurate record of all the investments, loans and deposits, showing the dates



and amounts thereof, the corporations, persons or places where said money is invested, loaned or deposited, the time when payable, the annual or semi-annual interest or dividends accruing on the same, and when said interest or dividends are payable, and when paid, and all such other matters and things as will fully show the true amount and condition of said fund, which said record shall at all times be open to the inspection of the school director and also to any duly authorized committee of the School Council.

It shall be the further duty of said commission to make a full and accurate report of the condition and amount of said fund to the School Council on the third Monday in August in each year, and at such other times as the Council may request. The said commission shall hold a regular monthly meeting at such time as shall be determined by itself, and shall keep a record of the proceedings of every regular and special meeting of the commission.

Sec. 4. That said commission shall have the power and authority to invest all money coming into its hands as said commission, and it shall be their duty to invest said money in safe and reliable stocks and bonds or to loan the same on adequate real estate security, said loans to be not greater than 50 per centum of the actual value of the property, on such time as they may deem proper, and whenever for any cause any of said money shall not be so invested said commission shall deposit said money in some bank situated within the boundaries of the Cleveland school district; first taking a good and sufficient bond from said bank, which bond shall be to the satisfaction and approval of the Board of Education. Provided that said money shall be invested in such manner and for such periods of time as will enable the commission to pay the bonds and interest as provided in Section 5 of this resolution, and provided further that none of said money shall be invested, loaned or deposited at a less rate of interest than the interest paid by the depository upon the city and school funds at the time said investment, loan or deposit is made.

Said commission shall collect and receive all sums of interest and dividend accruing and declared on said stocks, shares, bonds, loans or money, as the same shall become due, and shall immediately invest, loan or deposit the same as aforesaid.

Sec. 5. That it shall be the duty of the said Sinking Fund Commission and said commission is hereby required to pay from the money in said sinking fund all of the bonds

of the Board of Education issued prior to the first day of January, A. D. 1894, and the interest thereon, whenever and as soon as said bonds and interest may become due and payable. Provided, that whenever there is not sufficient money in said sinking fund to pay all of the bonds and interest that are then due, the said commission shall pay all of the interest due and such portion of the bonds then due as they shall consider for the best interest of the said fund. No money shall be paid out by said commission, for any purpose, except by check, and every check shall be signed by each and all of the members of the commission, and any check, draft or order for money not so signed by all shall be the personal check, draft or order of the person or persons signing the same and shall be void as to the said funds of said commission.

Sec. 6. That it shall be the duty of said Sinking Fund Commission to recommend to the Board of Education, annually, on or before the first day of May, what rate of tax for sinking fund purposes should, in its judgment, be levied for the ensuing year, and what bonds, if any, it will be necessary to re-issue during the ensuing year; provided that such levy shall not exceed the rate of tax provided for in the said act of March 17, 1893.

Sec. 7. That said commission shall have power to sell any securities they may hold when in its opinion it becomes necessary or expedient so to do.

## CHAPTER XXI.

**Five Cleveland School Men — Charles Bradburn — George Willey —  
Andrew Freese — Harvey Rice — Andrew J. Rickoff.**

Among the men who contributed to the up-building of the Cleveland public school system, five men stand out in bold relief. They are: Charles Bradburn, George Willey, Andrew Freese, Harvey Rice and Andrew J. Rickoff. An account of the growth of the Cleveland schools would not be complete without something concerning the lives of these men.

### CHARLES BRADBURN.

Charles Bradburn, the father of the Cleveland public schools, and to whom belongs the credit of establishing the first free High school in the West, was born in Attleborough, Massachusetts, July 16, 1808. His father was a cotton manufacturer, and the first manufacture of several articles of twilled fabrics was in the Bradburn factory. When the boy Charles was seven years old his mother died, leaving him almost entirely to his own resources. He entered the Lowell machine shop as an apprentice at the age of 16 years, and after three years' service was graduated with a diploma from the Middlesex Mechanics' Association. After serving two years as a journeyman he entered the Classical school of Professor Coffin, at Ashfield, Massachusetts. When he left the school, he again served as a journeyman, and also engaged in manufacturing on his own account. In 1833 he opened a store in Lowell.

He removed with his family to Cleveland, in 1836, and opened a wholesale and retail grocery business in a wooden building adjoining the old city buildings. His business grew rapidly, and in 1840 he built a large warehouse at the foot of St. Clair street. He then abandoned the retail branch of his business. At the same time he established a

distillery on the west side of the river. In 1854, he removed his business to spacious warehouses at 58 and 60 River street.

Mr. Bradburn was one of the first officers of the Mercantile Library Association. His great work, however, was in the schools. In a letter written to a friend, in the early sixties, he says: "After a life almost as long as is allotted to man, the only thing I find to glory in, is having been able to render some service to the cause of popular education; to be called by so many of our ablest educators the father of our public schools is glory enough and ample compensation for many years of hard labor, and the expenditure of much money in the cause."

The Third ward of Cleveland sent Mr. Bradburn to the City Council in 1839. While chairman of the committee on fire and water he reorganized the fire department. With the assistance of J. L. Weatherly, who was made chief engineer, and the aid of new laws, the department was made as efficient as any in the country at that time. As chairman of the committee on streets, he rendered the city much valuable service.

He was a member and chairman of the Board of School Managers, and its successor, the Board of Education. To his efforts was due the passage of a law providing for the establishment of the High school.

In 1848, he was the Whig candidate for mayor, but, being ill, gave little attention to the canvas and was defeated by a few votes. The opponents of the High school of all parties voted against him.

In 1853, he resigned from the Board of Education to enter the Council, feeling that he could accomplish more for the schools in the latter body. When Ohio City was annexed to Cleveland, he was made president of the united Councils. After securing the passage of an ordinance by the Council for the sale of \$30,000 of school bonds, Mr. Bradburn and the building committee, of which he was chairman, made plans for and supervised the construction

of the Central High school building on Euclid avenue, the Mayflower, Eagle and Alabama street Grammar schools.

The teachers of the public schools induced Mr. Bradburn, in gratitude for his services in the cause of education, to sit to Allen Smith, Jr., for his picture, which was later hung in the hall of the Central High school. At a later date the teachers of the High school presented him with a massive gold headed cane, engraved with a complimentary inscription. He died on August 20, 1872. Concerning his death and his work, President E. R. Perkins, of the Board of Education, had the following to say in his annual report for 1872:

"The death of Charles Bradburn, Esq., long identified with the management of our public schools, and for several years president of the Board of Education, is an event which should not pass unnoticed in this report. His views of the duty owed by the state to provide for all its children a thorough English education were liberal and far-reaching. To his efforts, made in the face of persistent and powerful opposition, the Central High school owes its early establishment. For many years he was the strong staff of that school, and, indeed, of our entire school system. He united with a determined and courageous will a judgment that could almost always be trusted, and was thus eminently fitted to be a leader in the work of establishing our common schools upon a broad and permanent foundation. At a special meeting of the Board, held August 13, 1872, the following minute, presented by Mr. Perkins, was unanimously ordered to be entered upon the records as expressive of its sense of the great loss sustained by the public in Mr. Bradburn's death:

"The Board of Education, of which the late Charles Bradburn was for many years president, deeming it fitting that it should give some expression to the sense of obligation felt for his distinguished services in the cause of popular education, orders this minute to be entered upon its records:

"Mr. Bradburn was among the earliest, as, for a long

period he was the most active of the friends of our common school system. By his voice and influence he contributed, in no small degree, to their first classification. His zeal in advancing whatever promoted their welfare was untiring, and in their prosperity he manifested the deepest interest until the day of his death. In the school buildings, over whose construction he exercised such vigilant oversight, will be found his enduring monument. In common with all our fellow citizens we deplore his loss, and we pledge ourselves to increased devotion to the great trust committed to us as his successors.

“ ‘As a further mark of respect we recommend that all former members of the Board of Education, all teachers that may be in the city, and all graduates and pupils of the High schools unite with us in attendance at his funeral.’ ”

GEORGE WILLEY.

On January 2, 1821, there was born in Boston, Massachusetts, a man who was destined to play a very prominent part in the building of the Cleveland school system. His name was George Willey. He was the son of Newton Willey, a prominent Boston iron merchant and ship owner. Until 14 he attended the excellent public schools of Boston. After the death of his father, George studied at Jefferson college, in Pennsylvania, under the guardianship of his uncle, Judge John W. Willey. Having graduated there, he came to Cleveland and studied law with Judge Willey. Afterwards, he went into the law office of Bolton & Kelley. He was admitted to the bar in 1842, and at once formed a partnership with John E. Carey, with whom he was associated for many years. He was a good jury lawyer, and an eloquent public speaker. Few men could apply themselves to close study with greater delight. Popular science and general literature were his especial favorites. A fine critic said of him: “His mind is remarkably well balanced, and he sees the relative value of knowledge better than any man I ever knew.”

Mr. Willey served on the Board of School Managers and the Board of Education for 15 years, during a portion

of which time he was acting manager of the schools. He worked in complete harmony with Mr. Bradburn. He devoted his attention to the internal management of the schools: to the courses of study and the work of the teachers. His school reports, written as acting manager, are worth reading to-day. During the latter years of his life he was associated with the law firm of Willey, Sherman & Hoyt, from which he retired in January, 1844, on account of ill health.

When Grant was President, he appointed Mr. Willey United States district attorney for the northern district of Ohio. Mr. Willey filled the office with such credit to himself and to the administration that he was re-appointed for a second term of four years. He was at one time president of the Library Association and of the Cleveland Homeopathic college.

He was not a member of any church, but was a regular attendant at the Church of the Unity. He died on December 29, 1884, at his home on Fairmount street. His wife survived him. The funeral was conducted by Rev. Dr. Hosmer, of Unity church, and the Rev. V. Peyton Morgan, of Trinity church. The remains of Mr. Willey were interred at Lake View cemetery.

At a meeting of the Bar Association, in January, 1885, called for the purpose of paying tribute to the memory of George Willey, Mr. James Hoyt said:

"Although my intercourse with Mr. Willey was confined to the few last years of his life, and others can speak from a larger experience of him, yet as that intercourse was close and constant, it will perhaps be not inappropriate for me to mention a few of his marked characteristics, especially as the other member of the late firm of Willey, Sherman & Hoyt is necessarily absent, rendering what assistance is possible to his afflicted family. Thackeray says, in substance, a good humor is a sure indication that the heart from which it springs is kind and good. Few persons have ever possessed a more delightful humor than Mr. Willey. It was so quaint, so queer, so discriminating and just, and yet so genial and

kind that it was a delight to listen to him. It was never low, but always elevated and refined. It was so much of his nature that it brightened his eye even when disease had laid its hand upon him and misfortunes had overtaken him. But besides his charming humor, Mr. Willey was a man of the highest and broadest attainments. Of his ability as a lawyer I will not speak, for no words of mine could add anything to what has been said. Bacon says that 'not he who reads much, but who remembers much is wise.' Judged by this test, Mr. Willey was eminently a wise man. His reading was varied and extensive, his memory retentive, his critical taste faultless. He had the faculty of remembering the important points in a book and then reproducing them in a way that was inimitable and delightful, just as a painter puts on the canvas the essentials of a landscape, disregarding minor and unnecessary details. It is not too much to say that his style was felicitous. As one remembers the tender, adequate, just, generous tributes he so eloquently paid to the memory of his departed brethren of the bar, on occasions like this, one cannot help wishing his own exquisite taste could inspire and his own lips speak his own fitting memorial."

ANDREW FREESE.

The first superintendent of the Cleveland public schools, and the first principal of the Cleveland High school, Andrew Freese, was born in Levant, Penobscot county, Maine, on November 1, 1816. His father was a farmer, and was too poor to give Andrew a college education, a thing which the lad very much desired. The latter, therefore, entered upon the work of teaching in order to raise money to pay his way through college. He continued to teach and study until his college course was completed. Then he took up the study of the best systems of education in order to inform himself on the systems of teaching then in vogue. He examined the best buildings in the country, and brought away plans of construction and models of their furniture. After he had thus completed his education, he decided to go West, believing that the undeveloped school systems of that section of



the country would furnish him a greater field for work and advancement than the schools of the East would. Accordingly, he came to Cleveland in 1840. He was engaged by the school managers and at once became the recognized head of the schools.

During the early period of Mr. Freese's work in Cleveland he was paid but \$500 a year for his services. When the High school was established he was made its principal, a position which he filled creditably for 10 years. When the office of superintendent was created, in 1853, Mr. Freese was offered and accepted that position. At this time his salary as principal of the High school was \$1,000 per year. He devoted part of the time to the work of supervision and part of the time to teaching in the High school. As superintendent he received \$300 a year, thus making his total salary \$1,300 per annum. In 1856, he was relieved of his duties as principal of the High school, and gave his entire time to his work as superintendent. The Council thereupon passed a resolution reducing Mr. Freese's salary to \$1,000 a year. Later his salary was restored by the Council when it was shown that the extra \$300 barely sufficed to pay the necessary expenses of a horse and buggy. In a letter to the writer, Sidney A. Norton, who was in the first High school, says:

"Mr. Freese became infected with these new methods, and took for his model Mr. John Philbrick, then superintendent of the Boston schools, so that before I left the High school, our schools had emerged from the hand to mouth county schools, and had become so well organized that they served in turn as models. In sober fact, in after years, the much talked of and lauded Quincy schools were organized after our methods by Colonel Parker."

Mr. Freese retired from the office of superintendent in 1861. After teaching in the Eagle street school for a time he again became principal of the High school in 1868. Owing to ill health he was compelled to resign the latter position at the close of the summer term in 1869. The following proceedings of the Board of Education in relation to

the resignation of Mr. Freese are taken from the official records and they are interesting as showing the high value set upon his services in the cause of education:

"The following communication was presented to the Board:

"To the Honorable Board of Education of the city of Cleveland:

"I have to submit herewith the resignation of Mr. Andrew Freese, who has for the past year acted as principal of the Central High school.

"On account of ill health it was with great reluctance that Mr. Freese went into this position. In accordance, however, with the advice of friends, he finally yielded to persuasion and entered upon the discharge of its duties with the well known earnestness of his character. The result has been marked in the earnestness with which his able corps of assistants associated with him have co-operated to promote the highest interests, of the devotion of all the scholars to their studies, and the ready acquiescence with which they have obeyed all the rules and regulations of your Board.

"In taking leave of Mr. Freese it is due to him that I should thus formally and earnestly record my high appreciation of his services. Furthermore, it may not be inappropriate for me to testify to the fact that much of the hearty earnestness of the corps of teachers, with which I am now laboring, is due to the influence of this gentleman when he held the office which I now hold.

"ANDREW J. RICKOFF,

"Superintendent of Instruction.

"The Board of Education having received and accepted the resignation of Andrew Freese, Esq., principal of the Central High school, Mr. Perkins offered the following resolutions, which were adopted:

"Resolved, That the thanks of the Board are hereby tendered to Mr. Freese for the valuable services he has rendered in the various relations he has sustained to the public schools of this city during the last quarter of a century. In every position he has been called to fill he has proved himself

faithful to the trust committed to his keeping. To him more than any other are we indebted for the deservedly elevated character of our system of graded schools.

"Resolved, That the president and secretary of the Board be requested to communicate to Mr. Freese the feeling of regret occasioned by his withdrawal from our service, together with a certified copy of its action this evening."

Mr. Freese still maintains an interest in the Cleveland schools. He lives on Sawtell avenue, Cleveland, and although 84 years old, enjoys fair health.

HARVEY RICE.

Harvey Rice, whose name will ever be remembered by friends of education in Ohio, was born January 11, 1806. He was a native of Massachusetts. He was graduated from Williams college in 1824, and the same year removed to Cleveland. He had but three dollars when he landed in Cleveland, then a village of about 400 people. He secured a position as a teacher in the Old Academy on St. Clair street. He commenced the study of law about the same time, with Reuben Wood, then a prominent Cleveland lawyer. After two years' of study and teaching he was admitted to practice law, and entered into partnership with Mr. Wood. The partnership continued until the latter was elected to the bench. Mr. Rice was elected justice of the peace in 1829, and a member of the state legislature in 1830. Soon after he was appointed an agent for the sale of the Western Reserve school lands, a tract of 56,000 acres. He opened a land office at Millersburg, Holmes county, and at the end of three years had sold all the lands. The proceeds amounted to nearly \$150,000, which were paid into the state treasury as a school fund for the exclusive benefit of the Western Reserve schools.

Mr. Rice returned to Cleveland in 1833, and was appointed Clerk of the Common Pleas and Supreme Courts, an office which he held for seven years. In 1834 and in 1836 he was the Democratic nominee for Congress, but his party being largely in the minority, he was defeated. He was elected to the state senate in 1851, by a majority of 700 votes.

He was an influential member of that body. He took a prominent part in procuring the passage of an act which authorized the establishment of two additional lunatic asylums in the state.

Mr. Rice introduced into the senate and secured the passage of the school law of 1853, upon which the common school system of Ohio is based. This law was written by Dr. Asa D. Lord, Lorin Andrews and M. F. Cowdery, with the assistance of Mr. Rice and the counsel of Horace Mann.

The Cleveland Industrial school was established by the Council in 1857, and Mr. Rice, then a member of that body, took the lead in establishing it. He also originated the project for a monument to Commodore Perry, and introduced the resolution into the Council, authorizing the erection of the monument. Mr. Rice was elected a member of the Board of Education in 1861, and was made president of that body. In 1862, he was appointed by the governor of the state a commissioner for Cuyahoga county to conduct the first draft made in the county during the Civil war.

Mr. Rice was married twice, first in 1828, and afterwards in 1840. He died in 1892.

ANDREW J. RICKOFF.

The following sketch of the life of Andrew J. Rickoff was written by United States Commissioner of Education, W. T. Harris, who knew Mr. Rickoff for many years, and probably was better able to judge his work along educational lines than any other man in the country:

"On March 30, 1899, died at Berkeley, Cal., Andrew Jackson Rickoff, A. M., Ph. D., one of the most noted city school superintendents of the United States. He was born August 23, 1824, near Newhope, N. J., a small village lying between Trenton and New Brunswick. His parents removed to Cincinnati, Ohio, when he was only six years of age. Here he attended the public schools, till his older brother became a teacher, after which he remained under his tuition, except for short intervals, until he entered the High school to fit himself for Woodward college. Having completed the studies of the High school and fairly entered upon

the collegiate course, he had to withdraw to enter upon the career of a teacher, which he followed from that time on. He was then less than 17 years of age. With so limited a preparation for his duties he had to work hard through many years of private study to round out his education, after he had begun his labors in the school room. He thus became a self-taught man in the best sense of the word. But having a strong constitution he was able to do an amount of work which very few could have accomplished. For years, during this period of his life, he was accustomed to allow himself but five hours a day for sleep, retiring to his bed at 10 o'clock and rising to recommence his own studies at three the next morning. While thus supplementing his own education, he never permitted himself to go before his classes without so thorough a review of the subjects before them that he was able to conduct their lessons without reference to the text books. Thus he acquired the reputation of an indefatigable laborer in whatsoever was set before him to do. By such untiring application he won from the Ohio University at Athens, the degree of A. M. Later, after his great success as an organizer and manager of schools, several colleges conferred upon him the honorary degree of Ph. D.

"Such, in brief, was the career of Mr. Rickoff as a student. As a teacher his history may be presented in chronological order, as follows: He commenced teaching in 1840, and after being engaged for two or three years in the country schools near Cincinnati, he was invited to take charge of the schools in Portsmouth, Ohio, as superintendent. Here he remained five years, at the end of which time, August, 1849, he received an appointment as assistant in one of the public schools of Cincinnati, the same that he had attended for a while when a boy. Here he served as assistant one year, at the expiration of which he received an invitation to return to his old position at Portsmouth. He declined, however, and accepted the principalship of the school in Cincinnati in which he was then teaching. This post he held a little more than two years—that is, until he was elected superintendent of all the schools of the city by the Board of

Trustees and Visitors, he being the first one to receive such an appointment from that Board. The two superintendents who had preceded him had been elected by popular vote. Having filled this office five years, he resigned to establish a private school for the sake of the better income it afforded. For the succeeding nine years (1858-1867) his attention was mainly confined to this work, though he still remained upon the Board of Examiners of teachers for the city. In 1864, he was elected to represent the First ward in the city Board of Education.

"The following year, on the retirement of Hon. Rufus King, who had occupied the chair for 14 years, Mr. Rickoff was elected president of the Board. Before the year was ended he removed to a country residence, by which he became ineligible for another term, and thus his official connection with the Cincinnati schools came to a final and honorable close.

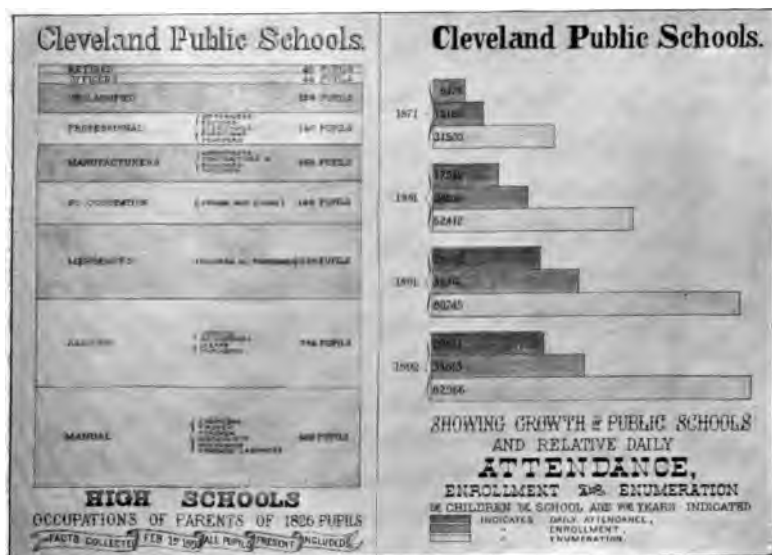
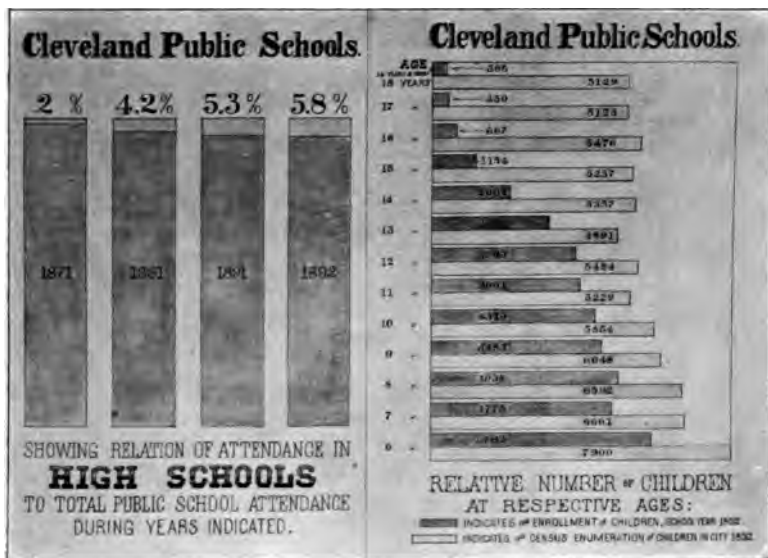
"As a member of the Board of Education, as well as when acting in the capacity of superintendent, Mr. Rickoff always advocated the largest freedom for teachers in the instruction and discipline of their classes, and in the discussions of the Board he maintained that teachers were the only proper examiners of those who sought to enter their profession. As the chairman of the committee on text books and course of study, he gave much of his time to the unification of the system, some particulars of which had been left incomplete at the time of the re-organization of the schools, and when elected to the presidency of the Board he was requested by unanimous vote to reappoint himself chairman of the same committee. This he did, though contrary to his own wishes, as well as to the rules of the Board.

"In the exercise of his duty as president, Mr. Rickoff took special care to appoint large-hearted and able men on the committee on salaries—men who would not hesitate in adopting a generous and liberal course toward the teachers, and whose influence in the Board was powerful enough to carry through any measure of which their judgment might approve. The Hon. S. S. Fischer, afterwards commissioner

of patents at Washington, and the Rev. Henry M. Storrs, the most eminent divine then occupying a pulpit in Cincinnati, were the leaders. In a short time the committee submitted a scheme proposing a very liberal increase in the pay of teachers. This was the beginning of a general advance of salaries in most of the cities and towns of Ohio and other Western states. The schedule then adopted has stood with hardly any change from that day to the present time.

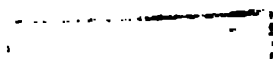
"In July, 1867, without Mr. Rickoff's knowledge or consent, and during his absence from the city, the Board again elected him to the superintendency of the schools, the proposed salary being more than double that which he had previously received. Shortly after his return home he declined this flattering offer, and advertised the reopening of his own school for the following September. But in less than six weeks thereafter he was offered the superintendency of the schools of Cleveland at a salary of \$4,000, more than twice the salary then paid by any city having a population less than double that of Cleveland. This offer Mr. Rickoff accepted, and he filled the office for 15 years. Superintendent Aaron Gove, of Denver, speaks of this period of Rickoff's life, saying: 'I remember how overwhelming was my admiration for the painstaking and careful study which he had daily given to the manipulation of the great educational machine of that city. His work was scarcely accomplished when, in the unthankfulness of the American community, he received an intimation that his services were no longer needed; and when, in 1882, Mr. Rickoff left the Cleveland schools, he laid down the task of a life that has never been excelled in efficient execution in the history of the schools of our country.'

"Shortly after his resignation in Cleveland he received and accepted an offer of the superintendency of schools in Yonkers, N. Y., at a salary of \$4,300. Finding, after one year's service there, that the onerous labors attending the superintendency interfered too much with the literary work he had taken up and desired to pursue more exclusively, he tendered his resignation, which, at his earnest solicitation,



STATISTICAL CHARTS.





was finally accepted, with the understanding that he should, by his counsel and advice, aid the Board in carrying out the many changes in organization and reform in methods of instruction which, on his recommendation, the authorities had already inaugurated.

"In the winter of 1849-50, Mr. Rickoff became a member of the Ohio State Teachers' Association, and was elected to the presidency of that body in 1855, presiding at the sessions held in Cleveland the following summer, and in Columbus in the winter of 1856-57. He became a member of the National Teachers' Association in 1859, and was elected to its presidency the same year. He presided at the session of 1860, held in Washington, D. C. For a number of years he was president of the Ohio State Board of Examiners of teachers, which had been established by legislative enactments for the purpose of examining and issuing life certificates to those who, by their scholarly attainments and success as teachers and superintendents, had won the right to such honorable distinction.

"As a member and as chairman of the executive committees, Mr. Rickoff has had great influence in directing the proceedings and in molding the character of the educational associations with which he has been connected. For many years he was a member and regular attendant upon the meetings of the Round Table Convention, as it was called, which was composed of a very limited number of city superintendents, among whom were J. L. Pickard, of Chicago; Dr. W. T. Harris, then superintendent of schools in St. Louis, and John Hancock, of Cincinnati, Ohio. It was the custom of these gentlemen to meet annually in one of those cities, or at some intermediate point, for the purpose of discussing the educational problems of the day more fully and freely than was possible in the larger assemblies of their profession. The Round Table, so-called—it was without constitution or by-laws—derived its name from the fact that the meetings were held in the private parlors of the hotels at which the members were staying for the time. All reporters were excluded from their meetings. Many a vigorous educational

germ was sowed by the Round Table, for to the thorough and exhaustive discussions of this association, ranging over almost every point of school organization, instruction and discipline, the uniformity, high standing, and progressive character of the Western schools may, in a great measure, be justly attributed.

"Mr. Rickoff was never satisfied with what had been attained in educational affairs. During an active service of more than 40 years as teacher and school manager he was an unflagging student in all matters pertaining to his profession. His private library was one of the most complete educational libraries of the United States. As he put it himself, 'he was a skeptic in education,' believing that the practical results of the present systems of public and private schools are far from what they should be, and being always hopeful of the future, and always pointing to better ways and improved methods, he was recognized for many years as one of the foremost among the educational reformers of the country. On this point the following extract is quoted from the 'History of Education in the State of Ohio,' published by authority of the general assembly, 1876:

"No man in Ohio has studied more thoroughly the classification of schools, and done more during the last 20 years to bring about the degree of perfection which has been attained in the present system of grading, than Mr. A. J. Rickoff, now superintendent of the Cleveland schools. Mr. Rickoff's attention was called to this important subject when, in 1854, he was superintendent of the public schools of Cincinnati. Soon after he entered upon the duties of his office he made a report on the expediency of organizing Grammar schools as a part of the school system intermediate between the District and High schools. In this able report he defines classification to be the arrangement of pupils, according to proficiency and capacity for study, into grades, classes, or divisions. That system of schools is most nearly perfect which enables us to secure the nicest classification. It is at once the most economical and the most efficient. The most economical, because it gives the greatest possible num-

ber of pupils to the teacher ; and the most efficient, because it gives to each pupil the greatest possible share of the teacher's time and labor. In accordance with this plan, which differed in many points from any then existing, and on his recommendation the grade known as the 'Intermediate in the Cincinnati schools' was established. So perfect were the grading and classification of these schools at this time that hardly a single important change has since been found necessary.

"Previous to this reorganization the principals of the schools had been required to employ all their time in the instruction of the first or highest grade. Thus they were effectually excluded from any supervision of the work of their assistants, and the result was that unity of purpose and action was found to be quite impossible. Hence, in the general changes of the Cincinnati school system, which Mr. Rickoff recommended, the principals were relieved of the charge of the A class and made the local superintendents of their respective schools. Since that time the plan has been adopted in almost all the large cities of the Union. In the discussion which led to its adoption in Boston, it was justly called the 'Cincinnati' plan by Superintendent Philbrick, who warmly favored it.

"When Mr. Rickoff became superintendent of schools in Cleveland, he gradually reduced the number of men principals till there were only three left, whom he raised to the rank of supervising principals, or assistant superintendents. For principals of buildings he chose women. But while the assistant superintendents had to perform many administrative duties, they could not well go into the minutiae of teaching and aiding the teachers in their work in the class room. This led to the appointment of departmental supervisors in Cleveland. Supervising principals were appointed for primary work, drawing, music, German, penmanship, etc.

"The appointment of women teachers did away with the rod in the school, but a new problem arose. Despite the refining influence of women there are unruly elements in every school, unsafe companions, which must be weeded out

to secure perfect order and undisturbed peace. This problem Mr. Rickoff solved by establishing two Unclassified schools, to which were referred morally unsound, insubordinate, and other unsafe boys. In this he followed the example of superintendents in Germany.

"Speaking of the school organizations of the United States, Sir Charles Reed, chairman of the school board of London, England, who was at the head of the educational commission which came to this country in 1876, reported to the Council at home 'that no single city of the United States was superior to Cleveland.'

"Mr. Rickoff gave much study to school architecture, the warming and ventilating of school houses, etc. Accordingly, he was authorized by the Cleveland Board to make floor plans of six of the largest school buildings, which were erected within the last six or seven years of his administration, the Central High school being among the number. All these plans included also plans for warming and ventilating. Of these, the French commissioners visiting Cleveland reported to their minister of public instruction that they greatly preferred them to the school house plans of Boston, New York, and other cities, and reiterated their judgment thus: 'We do not hesitate to put Cleveland in the lead in respect to school houses.' For these plans Mr. Rickoff was awarded a medal and a diploma at the Centennial Exposition. The plans of these buildings have been extensively copied in different parts of the United States and in some other countries.

"This sketch of the educational services of Mr. Rickoff, brief as it is, would be notably unjust if it failed to show his relation to the recent reforms in teaching that have for years deservedly excited attention. What he did in improving the organization of the schools, the school houses, and his enduring influence in the association of teachers, all this is but a small part of the real work of Mr. Rickoff as a school superintendent. His greatest merit lies in his success in raising the personnel of the teaching force. He always held that the character and the work of the teacher is the vital ele-

ment in school management and education. His lovable ways, in which he aided the teachers under his supervision to a higher level and to a better appreciation of the children under their care, will never be forgotten. Many teachers remember how manfully he stood up in their defense and how modestly he allowed others to reap public commendation for ideas and actions suggested by himself; how gentle he was in judging human failings, both in teachers and pupils, and how courageously he fought corrupt politicians who intended to use the schools as a fit place to reward political services. He rarely used the daily press, but when he did, it was with telling effect. The teachers always felt that in Mr. Rickoff they had a shield that would protect them against attacks from the Board of Education, from the parents, or supervising principals. The most astonishing conversions from irate parents to devoted friends of the schools took place in the old office on Superior street, and later, in the old office building on Prospect street. To see mothers or fathers enter Mr. Rickoff's office, fire and brimstone ready for use, and shortly after leave it, smiling shamefacedly, thanking him warmly for the interview, to see such scenes, as the writer often saw there, was a revelation of Mr. Rickoff's character. When his buggy appeared at a school, and his tall, erect form entered the building, it was as though warm sunshine had pierced the clouds on a cold, wintry day. Teachers and pupils felt better for having had a glimpse of their beloved superintendent. He was very observant and saw many school room details which might have escaped others, but never did he fall into the error of humiliating a teacher before her school or before her colleagues. Before he finally decided that a teacher was not a fit person to keep in the schools he attempted, by transfers and by placing her into other environments, to save her. His judicious grouping of teachers enabled the principals often to carry along a weak teacher who, by private counsel and good example, succeeded in mending her ways.

"In cases of contention between principals and teachers, or parents and teachers, he always succeeded in making both see that every question has at least two sides.

"Numerous anecdotes might be quoted which bear witness to his success as a superintendent, but space does not permit. By means of teachers' meetings, and through the visits of the departmental supervisors, he introduced new methods of teaching and new ideas and principles into the schools long before the educational press of the country began to advocate them. In a special report made to the Cincinnati Board of Education, more than thirty-five years ago, he set forth the theories and methods of what is now called the new education. He did this with a completeness, and advocated them with an ardor and directness seldom met with, even today. He did not, however, present any theory or practice as having originated with himself. He uniformly supported his recommendations by many quotations from the writings of eminent educators in this and foreign countries, and especially re-enforced reason and authority by references to the methods already prevailing in many of the best schools of Europe. His intimate acquaintance with prominent cultured Germans (such as Judge Stallo, of Cincinnati) enabled him to gain access to the methods of teaching in central Europe.

"The report mentioned was very much in advance of the times when first made, but all the methods set forth in it have been practically realized to a greater or less degree in Cleveland, and hence it is that Mr. Francis W. Parker, who has done so much to promote improvement in the methods of instruction in the United States, said in a letter to Mr. Oliver Arey, then principal of the Cleveland Normal school:

"It affords me great pleasure to inform you that the so-called and mis-called 'Quincy methods' were obtained or first seen by myself in operation in the Cleveland schools. I was then a teacher in Dayton, Ohio, and entirely dissatisfied with the work done there, I set about its reform. I visited Cincinnati and Cleveland, and in both cities, especially in the latter, I got the suggestions which started me off in better work. I saw in your city freedom in Primary classes, grouping the little ones in small classes, script work on the blackboard, and life. I was fortunate enough to be one of the be-

ginners of this work in New England; hence the talk of 'Quincy methods.' I claim nothing new whatever. I give my teachers freedom and let them work out their own salvation. I hold the Cleveland schools to be, if they have gone on in the same way, which they must have done under the best superintendent in the United States—Rickoff—the best in the country. You can learn nothing in Quincy.

"In the year 1877 Mr. Rickoff and Dr. Harris, of St. Louis, Mo., were solicited by Messrs. D. Appleton & Co. to prepare a series of school readers. This being done, the series was issued two years afterwards. In this work Mr. Rickoff was greatly aided by his wife, Mrs. Rebecca Davis Rickoff. To her he confessed his obligation for much of his success in the direction of the work of the Primary schools, which came under his management. He said to her he owed the development of that which is best in the practical application of school methods.

"When Mr. Rickoff left Cleveland in 1882 he was speedily offered a position as superintendent of schools in Yonkers, N. Y. He accepted, and remained there for a number of years, chiefly engaged in preparing a text book of arithmetic for Messrs. D. Appleton & Co. and other literary work.

"In 1888 he took charge of Felix Adler's school for workingmen, which was established in 1880, but his health gave way, not having been robust for some years. The accidental and most deplorable death of his young, hopeful son, William Monroe Rickoff, who was engaged as engineer on the Northern Pacific railroad and was at Seattle at the time, and the death of his wife a few years after, were shocks from which he could not recover. He sought relief in the salubrious climate of California, and gradually withdrew from all efforts until, in March, 1899, at the age of 74, he paid the tribute to nature due her from all that is mortal.

"He left two daughters—Mrs. Hinkley, at present a teacher in Cleveland, and Miss Bertha Rickoff, in Berkeley, Cal. His remains were brought to Cleveland, where they were interred in the family burial place in Lake View cemetery."



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# APPENDIX.

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## OHIO SCHOOL LAWS.

From the very first, the State of Ohio has had school laws: Before it was named Ohio, before it was a Territory; and even before it was actually a part of the United States. Historians tell us, that although by the treaty of 1783, establishing the independence of our country, the Northwest Territory was to become part of the United States, yet that vast region was not fully evacuated by the English, and it was not, therefore, a part of this country, until some time in 1796. But we find a law on the statute books providing for our schools antedating that event by some nine years.

To set out in tedious fullness every one of the upwards of five hundred laws passed in regard to our schools, would be worse than useless. Many, most of them, are merely technical amendments. A witness in our courts, being cross-examined, with too much truth, alas! defined a technicality as "a little fool thing that lawyers get up." Omitting, then, merely amendments, our school laws summarize as follows:

### I.

#### FIRST LAWS.

In the very first volume of the United States statutes at large (page 565) by an ordinance passed May 20th, 1785, section number 16 of every township was reserved for the maintenance of public schools within that township. And two years later, on July 23, 1787, the school grant of section 16, in each township, was again reiterated, and section 29 was "given perpetually for the purpose of religion." (1 Vol. U. S. Stat., 573).

In the third volume of the United States Statutes, page

497, (passed April 30th, 1802,) the United States offered to the constitutional convention of the state the ownership of section 16 for the use of schools, and that offer was accepted by the state. (21 Vol. Ohio Laws, page 44). And by the original constitution of the state, of 1802, article 8, sections 3 and 25, it was ordered that schools and the means of instruction shall forever be encouraged and "that no law shall be passed to prevent the poor . . . from an equal participation in the schools . . . which are endowed in whole or in part from revenue arising from donations made by the United States; and the doors of all said schools shall be open to all without any distinction or preference."

On the 3d of March, 1803, (3 Vol. U. S. Statutes at Large, 541,) the United States again donated large tracts of land to this state for the support of schools; and in the Western Reserve donated fourteen quarter townships. And the first volume of Ohio Laws (page 61), passed April 15, 1803, provided for the leasing of school lands and "that the profits arising therefrom may be applied to the support of schools;" and agents and commissioners were provided for by the act to properly administer the same. In the third volume of Ohio Laws (page 230), passed February 20, 1805, it was provided that the trustees of the different townships should attend to the leasing of school lands, and it was "made their duty to see that the same be duly and impartially applied to the education of youths . . . that all citizens therein may be equally partakers of the benefits thereof."

By the Act of January 2, 1806, (4th Vol. Ohio Laws, p. 66,) it was provided that in any township where there were no trustees, twenty electors might call a meeting and elect trustees, and it was their duty to lay off said township into proper divisions, altering the same from time to time for the purpose of establishing schools therein, "which divisions shall be laid off in such manner as shall best suit the interest and convenience of the inhabitants," and the income shall be divided among the different district schools according to the number of inhabitants in each district; and after a township is once organized, if proper notice is not given by any one else of a new election, any one elector of said township might give notice of a new election to be held.

By the Act of February 6, 1810, (Vol. 8, Ohio Laws, p. 100,) the law of distribution of funds was somewhat changed. The township trustees were there directed to "divide the township into districts, with power to change

them as the citizens might agree, and establish schools therein; and the rule of the distribution of school funds was according to the number of scholars and the time they were taught in school."

By the Act of February 9, 1814, (Vol. 12, Ohio Laws, p. 109,) the trustees were ordered "to require a certified list of all the scholars who resided within their township (whether they go to school within or without the same) to be procured from their respective teachers, stating the time each scholar by him taught hath attended, together with such other evidence as the trustees may think necessary, and the trustees shall thereupon appropriate an equal dividend of the profits of their reserved section to the use of the schools within their township, having special regard to the time each scholar hath been taught."

By the Act of February 15, 1815, (Vol. 13, Ohio Laws, p. 295,) changes were made so that three trustees were chosen for each school district, and they were required to demand from the teacher a certified list of all the scholars by him taught, and the time which they attended, and the school fund was proportioned equally; and it was provided that no person residing on, or holding a lease of school lands, was eligible to the office of trustee or treasurer in any township.

The work of providing a higher class of education went on in this state about the same time. By an Act passed January 9, 1802, (2d Vol. of Laws of The General Assembly of the Territory,) provision was made for a university at Athens, and land given for its support was to be exempt from taxes. And the trustees of that university, by the statute of January 16, 1806, were to receive a compensation of \$1.50 each day they were *necessarily* employed.

By the Act of February 15, 1812, (10, Ohio Laws, p. 97,) the funds of the university could be loaned by the trustees in sums of not less than \$15, nor more than \$40. "Unexceptional security was to be given" and loans were to be made in the month of April, "that every one might have an equal chance." Lands for the support of Miami university and its organization were given by the Act of February 9, 1809, (7 Vol., Ohio Laws, p. 184).

## II.

### FIRST COMMON SCHOOL LAW.

The first law systematically providing for common schools in this state was passed by our legislature on the

22d day of January, 1821, and is found in Volume 19, Ohio Laws, p. 51. It contains twelve sections and is entitled, "An Act to Provide for the Regulation and Support of Common Schools."

Section 1 provides that each district should contain not less than twelve nor more than forty householders.

Section 2 allowed trustees to lay out school districts, one or more in any townships, consulting the wishes of the particular district affected, and providing for the joint action of the trustees of the township concerned.

Section 3 provides for forming districts on a two-thirds vote of the householders; where it has not been done, consulting the convenience and the interests of the immediate neighborhood concerned and not to be composed of less than twelve householders.

Section 4. A record was to be kept.

Section 5. Where a school theretofore incorporated had possession of any district, this law was not to affect their corporate rights.

Section 6 provides for a committee of three for each school district, a collector who was to be treasurer, and the clerk who kept the accounts, elected on the first Monday in May of each year.

Section 7 provides for the erection of school houses on land donated or purchased by the district, providing two-thirds of the householders present at the meeting agreed upon the erection.

Section 8. They might apply any donation or subscription, with money raised by taxation, to erect a school house.

Section 9. All property in the district was liable to be taxed, not only for erecting the school house, but to make up any deficiency that arose by reason of any parents or guardians being unable to pay for the education of their children, the limit of tax they might raise being one-half of the amount of taxes which might be levied for state or county purposes.

Section 10. The committee was authorized to employ a competent teacher or teachers for such time as they deemed best for the interest of the district, and such school was to be open to all the children of a suitable age in the district. And the committee, as they thought best, was to assess the parents or guardians for the expenses of their children pro-

portionally to the number sent by them, and was to remit the whole or part of said assessment to any parent or guardian who was unable to pay the same, and the deficiency was to be raised by taxation.

Section 11 provided for bonds from the collector, compensation, accounts, etc.

Section 12 provided that the township should have for school purposes the money coming from the leasing of section 16 or other school lands.

#### THE LAW OF 1825.

This law remained substantially in the same condition until the Act of February 5, 1825, (found in Vol. 23, Ohio Laws, p. 36). The preamble of this Act recited that, "Whereas, it is provided by the constitution of this state, that schools and the means of instruction shall forever be encouraged by the legislature provision. Therefore be it enacted by the General Assembly of the State of Ohio,

"Section 1. That a fund shall hereafter be annually raised among the several counties in this state, in the manner pointed out by this Act, for the use of common schools, for the instruction of youths of every class and grade, without distinction, in reading, writing, arithmetic and other necessary branches of a common education."

Section 2 provides that the county commissioners shall levy a tax of one-twentieth of one per cent for the use of common schools in their county, and the money so collected was kept in the county treasury, for the use of the respective townships. The trustees were required to lay off every township into one or more school districts, in a suitable, convenient manner, "paying due regard in forming such districts to any school house already erected or district already formed, and to any incorporated school company." The district might overlap township lines, when it was found most convenient, and the funds were divided *pro rata*. Records were kept of all such districts by the township, and by the county auditor, and three school directors were chosen by each district who employed the teacher and managed the concerns of the schools. And from the fact they were authorized to receive and faithfully expend all funds, subscriptions and donations, it would seem that a fair share of the expenses was raised from sources outside of taxation. Three persons were appointed to examine the teachers and to visit the schools, and give such advice relative to discipline and mode of management as they might deem benefi-

cial, and no teacher could recover compensation for their services unless "he had been examined, and approved by one or more of the examiners, showing that they found him qualified and of good moral character." The teacher collected his pay so far as the fund went, from the directors, who paid the moneys arising from the lease of school lands, and the balance was paid by the county treasurer. But no township could receive any part of the moneys collected for school purposes until the same was laid off into school districts, and a list of the householders in each district taken and delivered to the auditor; and if a school district neglected for three years to employ a teacher and keep a school therein, its school moneys went to other districts in the township.

The tax of no householder was to be less than one dollar, and any person unable to pay the one dollar tax in money could work two days building the school house under the direction of the school directors.

The Act of January 30, 1827, (Vol. 25, Ohio Laws, p. 65,) provided that by a vote of three-fifths of the householders in each district with others liable to pay tax in the district, present at the meeting, that a sum not exceeding \$300 might be raised by taxation to put up or repair a school house, and the county auditor in such case was directed to put it on the tax duplicate; and any fine collected by any justice for any offense or immoral conduct was ordered paid by the justice to the treasurer of the district wherein the offense was committed.

- On the same day and year another act was passed "to establish a fund for the support of common schools," providing that the income of the fund in the state treasury, designated as "the common school fund," shall be applied to the support of common schools. And the state there agreed to pay six per cent on such fund to all townships or districts whose lands had been sold and the proceeds received by the state.

The act of February 10, 1829, (Vol. 27, Ohio Laws, p. 72,) provides that a fund should be raised by taxation of three-fourths of a mill on the dollar for the support of common schools, and recited that this law should not be held to permit black or mulatto persons to attend the schools, and the tax assessed on their property for school purposes should be used for the education of black and mulatto persons only, and repealed prior acts, making other provisions a little more definite, requiring full records to be kept by

every official, and the district treasurer to certify the assessments. The district treasurer was to make the rounds of the district endeavoring to collect the same, and a penalty was assessed by the county auditor to compensate him for his trouble in the matter. Five suitable persons were appointed as county examiners, who served for two years, and any two of them finding the teachers "qualified, and of a good moral character," could give "him or her" a certificate to that effect. And this seems to be the first law providing for women teachers, the previous statutes using the masculine pronoun. No certificate was to be for a longer time than one year.

By the act of February 13, 1830, (Vol. 28, Ohio Laws, p. 56,) the state school fund was made a permanent fund. And on February 22 of the same year, the legislature doubtless taking alarm at the taxes then levied as excessive, provided that no tax exceeding fifty dollars in any school district shall be levied unless at least one-third of the property subject to taxation within such district be owned by persons residing therein; and when one-third or more, but less than half, of the taxable property be owned by persons residing therein, such tax shall not exceed one hundred dollars in any year; and when half or more, but less than two-thirds, of such property be owned by residents, such tax shall not exceed two hundred dollars.

#### SCHOOL LAWS CODIFIED.

On the 10th day of March, 1831, the legislature undertook to codify the school laws in an act, for that time, of great length, being composed of some thirty-eight sections. The same provisions aforeset out were continued, but the school examiners were to form rules for the examinations of teachers and schools, and forms were ordered for certificates, which were to be uniform throughout each county when adopted; and in distribution of funds the auditor was directed to open a direct account with school districts.

And on the 23d of December, 1831, (Vol. 30, Ohio Laws, p. 4,) it was enacted "that whenever the inhabitants of any school district shall be desirous of employing a female teacher for instructing children in reading, spelling and writing only, and the directors thereof shall signify the same to the school examiners . . . it shall be lawful in such case for such examiners to give such teachers special certificates."

By an act passed February 25, 1833, (Vol. 31, Ohio



Laws, p. 34,) where the inhabitants of a school district fail to provide the fuel, the directors were required to purchase the fuel with money taken from the treasury of the district.

School laws were again codified February 28, 1834, (Vol. 32, Ohio Laws, p. 35,) with a provision in the first section, that white persons above the age of twenty-one years might participate in the benefit of schools upon paying such amount of tuition as should be agreed upon by the directors. The amount of tax for a school house, it was provided, should not exceed \$275 in any one year. And the site of the school house was to be determined by a meeting of the householders of the district, and no tax was to be levied therefor on any land lying more than three miles from the school house. And by section 23, it was made the duty of every person sending a child to district school to provide his just proportion of fuel for the use of such school, the proportion to be determined by the directors according to the number of children sent, but "indigent persons" might be excused by the directors, and any person failing to furnish his proportion was liable to an action at law by the directors, they being made a body corporate. The teacher was to swear to a report setting out the number of children sent by each person, and the length of time they attended, and such account so sworn to was made legal evidence. The examination of teachers was by a board of five members instead of by one or two, as in previous acts. The examination was to be in public at the county seat on the first Tuesday of each month, between the hours of one and five p. m., and at such other time as the Board may deem proper. The certificates were not to exceed two years in duration, and the county Board was required to appoint one school examiner in each township in the county, whose duty it was to examine female teachers only, but they were to be governed by the same regulations as the county Board.

The school laws were again re-codified on March 12, 1836. (Vol. 34, Ohio Laws, p. 19). The amount of tax for the support of schools was fixed at one and a half mill on the dollar, and a proviso that the county commissioners might make a levy of two mills on a dollar, and if the county commissioners did not do so and any particular township wanted more than one and a half mill tax, that township might levy as high as three mills on the dollar by vote at a meeting of the qualified voters on the first Monday in April, or at such other time as was deemed fitting. The directors could not purchase nor furnish school houses nor make

any other improvement that was required, without first posting notices, giving at least twenty days' notice of a district meeting to pass on the question, and a two-third vote was requisite; and the limit of taxation for any such purpose for any one year was raised to \$300. And if a division of a school district wherein a school house had been erected was made, the school house was either sold on twenty days' notice and proceeds ratably divided or appraised by three disinterested freeholders, and the other district containing said house, paid to the other district or districts, such proportion of said appraisal as would correspond with its respective interest in said house. The directors were specially empowered "to employ a school teacher or teachers, if necessary, male or female, for their district." The board of examiners was done away with, and the electors of each township were required to elect three persons as school examiners for their respective township, and any township failing so to do had them appointed by the court of common pleas. At least two of the examiners were to examine and give certificates for not exceeding one year "to any person, male or female, found qualified to teach reading, writing and arithmetic, and sustaining a good moral character," and a form was prescribed for the certificate, as follows:

The undersigned school examiners of the township of ..... do certify that we have examined A. B. and found him, or her, (as the case may be) qualified to teach reading and arithmetic, and are satisfied that A. B. sustains a good moral character. Signed under our hands this .... day of ....., Signed, C. D.,  
G. H.,  
E. F.,  
Examiners.

Other provisions of school law remained the same.

#### STATE SUPERINTENDENT.

On the 27th day of March, 1837, (Vol. 35, Ohio Laws, p. 82.) the legislature established the office of state superintendent of common schools. It was filled by joint resolution of the two houses of legislature for one year. The salary was \$500. He was to ascertain the number of school districts in each county, and in each township; the number of white youths between the age of four and 21 years; the number of each sex of youths who attended school. This seems to be the first law in regard to the age of children attending school other than the general limitation of under

21 years. The attendance, the time school was kept, and what proportion of funds came from taxes, what from school fund, what time it was supported by subscriptions, the amount paid to teachers in each school district, and from what source derived, and other statistics as at present were to be kept and reported by him.

The school laws were again codified March 7, 1838, (Vol. 36, Ohio Laws, p. 21,) and by this act the tax was expressly levied for the white youths of the state, and was not to be levied on the property of black or mulatto persons, and any tax levied on their lands was to be abated; thus repealing the provision theretofore made for their education. The tax was to be two mills on the dollar, and the state common school fund was defined as "consisting of the interest on the revenue at five per centum, the interest on the proceeds of salt lands, the revenue from taxes, insurance and other funds to be annually provided by the state to the amount of \$200,000 per annum; and said amount of \$200,000 was to be distributed among the several counties of this state every December, according to the number of white youths (unmarried) between the ages of four and 20 years." The state auditor was to apportion the school fund to the respective townships. The school districts might be divided into sub-districts, and when public money was used for the support of the schools, those schools were to be free for all white children in the district. An annual meeting was prescribed in each school district on the third Friday in September, at the school house, notice of which was to be posted in three public places ten days before, and read aloud in school five days before such meeting. And after organization of the householders in the district present, by appointing a chairman, the clerk of the district acting as secretary, the voters transacted all ordinary business, and elected three directors for the ensuing year, and they looked after all the expenses of the district in school matters, building school houses, repairing and furnishing the same, and with fuel. Other special meetings might be called on twenty days' notice. The school directors were to establish a sufficient number of schools, and employ one or more teachers, either male or female, establish rules, determine at what ages pupils might attend different schools, and for what period the school should be taught, the number of scholars to each teacher, giving all in the district an equal privilege, determine the studies to be pursued in each school, "so that reading, writing and arithmetic should all be taught in the English language." Any other language might be taught

in the common schools at the discretion of the directors, and the township clerk was superintendent of schools in his township. The ages of white youths entitled to tuition were "between the ages of four and 20 years." The township superintendent was to visit each township school at least once in each year, and to examine the journals or records of the teacher, and all other matters he deemed important. The court of common pleas was to appoint three school examiners, who held their office for three years, and they were to meet as a body and hold quarterly meetings for examination of persons desiring to become teachers, and on failure of the others to attend, one examiner alone was competent to perform the duties of the board. The examiners were qualified to "certify upon such examinations what other branches the candidates are qualified to teach, and no teacher shall be allowed to teach in any common school any branch not named in his or her certificate." Certificates were granted for six months to two years, and the Board was authorized to appoint examiners in district townships to be governed by the same regulations. Incorporated cities and towns, except where otherwise expressly regulated by charter, were made separate school districts under the supervision of such city or town; and the voters elected three directors, with the provision that the city might increase the number of directors so as to allow one to each sub-district, and any township in which there was an incorporated town might, with the consent of the school directors of the town, unite for school purposes the whole township. The state superintendent of schools was directed to publish at the seat of government a periodical called "General Common School Director," six issues in a year and one copy to be furnished to every district, and the papers furnished were distributed by the township clerk, and all the people in the district had free access thereto. The contents of the paper contained the forms to be observed in the different school departments with directions, explanations, statistics and other information.

#### SCHOOL FUNDS.

On March 19 of the same year, (Vol. 36, Ohio Laws, p. 85,) a tax levy for the state common school fund was fixed at one-half mill on the dollar. After the panic of 1837, in response to the general cry to cut down expenses, the legislature, March 16, 1839, (Vol. 37, Ohio Laws, p. 61,) provided that the school tax might be reduced by the county commissioners to not less than one mill on the dollar.

The law provided also for renting school rooms, the expense to be paid by taxation, and repealed the provision "that any branch of education shall be taught in the English language." When the school fund was insufficient to support the schools as long as the directors desired to have the same taught if not raised by voluntary subscription, the residue of the expense was to be paid by those sending scholars to the school pro rata. And the teacher for such purpose was to keep a record of attendance, the names of scholars and of their parents or guardians, and that record was made evidence. The money was to be collected as any other district tax. But no youth was "on any pretense to be refused admittance into the district schools within their proper district on account of their parents' inability to pay their portion of such tuition fee. But all such were to be admitted into such schools without charge, so long as any portion of the public money was expended therein. The school age was fixed at over four and under 21 years. The act provided also for evening schools in towns for boys of 12 years of age, prevented by daily work from attending day school. In any district where an English school was kept, and it did not have the branches taught in German, permission might be given by the directors to attend a German school in some other district.

On March 23, 1840, (Vol. 38, Ohio Laws, p. 130,) the office of superintendent of common schools was abolished, and his duties were ordered performed by the Secretary of State.

On the 7th day of March, 1842, school directors were to be elected for the term of three years (one every year) and the township treasurer was directed to retain a copy of the teacher's certificate instead of the original when the teacher received payment for his services, and a special book containing all school laws, notes, directions and forms was ordered prepared, to be distributed to all connected with schools.

By the act of March 6, 1844, (Vol. 42, Ohio Laws, p. 38,) all money arising from licenses to peddlers, auctioneers and other licenses, and all fines and penalties collected for violation of the laws relating to licenses, and money collected from taxes on lawyers and physicians (except in the county of Hamilton) were ordered paid into the state treasury to the credit of the common school fund.

On the 8th day of February, 1847, (Vol. 45, Ohio Laws, p. 187,) a special act was passed for the support and better regulations of common schools in the town of Akron.

The principal provisions of this noted act were as follows: Six directors were to be elected, two for one, two for two, and two for three years, and thereafter each to serve for three years, vacancies to be filled by the town council. They were to elect a president, secretary and treasurer, the last giving bond, and the Board of Education, as it was called, had the entire management and control of all the schools in Akron. And all the school houses, lands and appurtenances belonged to the Board and constituted one district. Six or more Primary schools located in different parts of the town were to furnish the rudiments of an English education, and a Grammar school was ordered, where instructions were to be given in "various studies and parts of studies not provided for in the Primary school, yet requisite to an English education."

There was to be gratuitous tuition for children, wards and apprentices, and the children of all other persons in the district as were charged with school taxes therein. But pupils had to pass an examination in the Primary studies before admission to the Grammar school, and they could be excluded for misconduct in extreme cases. The Board was to report within thirty days of its organization to the Council, the number of buildings necessary, and the expense of erecting them, and of carrying on the schools for the current year, and the Council was directed to levy a tax "sufficient to meet the expenses connected with the running of the schools." There being no limitation of the amount raised.

A Board of three school examiners was to be appointed by the Council, with term of office for three years. Applicants were examined and their certificates specified what branches they were authorized to teach. There were public examinations of all the schools. Such laws of the state as were inconsistent with this act were repealed as to Akron.

By the 12th section, the Primary school part of this act applied also to Dayton.

By the act of January 21, 1848, (Vol. 46, Ohio Laws, p. 28,) every teacher before he could draw his pay must present to the township treasurer an abstract of his record, showing the whole number of pupils, the average attendance of males and of females, and the amount of wages paid him from other sources than the public funds.

By the act of January 28, 1848, (Vol. 46, Ohio Laws, p. 110,) the Board of Education of Akron was given full

power to determine what branches of education should be taught in the public schools, and by the act of February 14, of the same year, any town or city in the state could by a vote of two-thirds of the qualified voters, petition the City Council to organize its schools under the Akron law; and they met on ten days' notice given and elected six directors.

By the act of February 24, 1848, (Vol. 46, Ohio Laws, p. 81,) provision was again made for the establishment of common schools for the education of black and mulatto children, to be supported by taxation on the property of blacks and mulattos and collected as other taxes, and a separate account kept thereof, with a proviso that in any district where black or colored children attended the common schools with white persons, then such fund was added to the common school fund of the district for which it was collected. Provision was made for organizing colored school districts, to be governed in all respects as other schools, and to contain not less than 20, nor more than 50 colored children. And three or more colored taxpayers could make application for the division of any colored school districts. By another act of the same day, at least six months "good schooling" must be provided for in every school district.

February 10, 1849, (Vol. 47, Ohio Laws, p. 17,) the law in regard to colored children was amended, and it was left discretionary with the officers having charge of the schools to decide whether the colored children should be admitted into the regular common schools, or other schools should be formed for them.

Another act passed in the same year, February 21, 1849, (Vol. 47, Ohio Laws, p. 22,) provides that any city or town might by vote, unless some special statute prevented, be organized as a single school district, having a Board of Education composed of six members and governed by a law substantially the same as the Akron law. A provision was put in "that no other language than the English or German shall be taught therein except with the concurrence of two-thirds of said board."

By an act passed at the same session, March 12, 1849, (Vol. 47, Ohio Laws, p. 43,) it was enacted that in any school district whenever three or more householders therein requested in writing of the directors that English grammar and geography be taught in any school, it was the duty of said directors to provide for such instruction. And no school examiners were allowed to give certificates to any teacher

who was not qualified to teach geography and English grammar in addition to reading, writing and arithmetic.

On March 13, 1850, (Vol. 48, Ohio Laws, p. 40,) any township or school district could be organized with a Board of Education and by vote could come under the act of February 21, 1849, and all Boards of Education of any city or school district had authority given them to exclude from the common schools in such city, etc., all children under the age of six years.

#### STATE BOARD OF INSTRUCTION.

On March 22, 1850, (Vol. 48, Ohio Laws, p. 44,) provision was made for a state board of public instruction. It was composed of five persons, holding office for five years and appointed by joint ballot of the general assembly, one every year. Each member of said Board during his last year of office being styled state superintendent of common schools, and acting as chairman of the Board, keeping his office at Columbus, making reports, collecting statistics, etc. The state was divided into four districts assigned respectively to the four other members of the Board, and each called district superintendent. The Board held semi-annual meetings, and the signature of the district superintendent was necessary to all teachers' certificates in addition to the signature of the county board of examiners. The questions for examination were made uniform throughout the state by being prepared semi-annually by the state superintendent, and by the district superintendents furnished to the county examiners with instructions as to the method of examination; the applicant for certificate was required to pay the clerk of the county board of examiners one dollar for the certificate which was valid for one year from the date thereof; and such payment entitled the teacher to the educational paper called *The Ohio School Teacher*, a monthly publication of not less than 24 pages, royal octavo, published under the editorial supervision of the state superintendent, with the district superintendents as corresponding editors. Teachers were also entitled to attend, without tuition fee, all normal classes held under the direction of the state board during the year for which the certificate was granted, or "if he or she holds a life certificate, upon the presentation of the receipt of the clerk of the county board of examiners, showing that he or she has paid one dollar for the current year."

Life certificates were here first provided for, and granted upon the recommendation of the county board of exami-



ners, countersigned by a district superintendent, and it was then issued by the state board for a fee of one dollar, and an annual tax of like sum. It was subject to revocation upon proof to the district superintendent that the holder thereof was incompetent or of bad moral character.

On the 24th day of March, 1851, the school laws were again codified (Vol. 49, Ohio Laws, p. 27,) leaving them substantially the same as before.

On the 14th of March, 1853, (Vol. 52, Ohio Laws, p. 429,) the school laws were once more codified, making every township a school district and the districts became sub-districts; the election for directors was held on the second Monday in April, at a school meeting; directors held office for three years, meeting as often as they chose. The directors took entire charge of the district, and were required to visit all sub-districts at least twice each term. The township Board of Education consisted of the township clerk, and of the local director of the sub-district of each township, who had been appointed clerk for the sub-district; they supervised the school property of the township, and had the management of the Central and High schools of their township, with power to employ teachers therefor, build school houses or rent rooms, provide for German schools or for the German and English language together; prepare full reports, statistics, etc.; look after school libraries, arrange for and carry on Central or High schools and graded schools, and were required to establish separate schools for colored children when the school numeration exceeded thirty. If the average attendance of colored children was less than 15, they were to discontinue such school. Every city or incorporated village not under special statute came under this law. A state commissioner was to be elected, who held his office for three years. The probate judge appointed as the county board of examiners three persons for term of two years; no charge was made for examination. A certificate was not to exceed two years, and was to show that he was of good moral character "and that he or she is qualified to teach orthography, reading, writing, arithmetic, geography and English grammar, and in case such person intends to teach in any school of higher grade, he or she shall first obtain a certificate of the requisite qualifications." A levy of two mills on a dollar was made annually "for the purpose of affording the advantage of a free education to all the youths of this state."

On May 1, 1854, (Vol. 52, Ohio Laws, p. 110,) the

annual levy was reduced to one and a half mills on the dollar.

The school law code was again amended April 17, 1857, (Vol. 54, Ohio Laws, p. 236): mostly slight technical amendments. The school age was fixed between the ages of five and 21 years. And teachers were authorized to bring suit against any sub-district "that dismissed them for any frivolous or insufficient reason."

January 24, 1859, (Vol. 56, Ohio Laws, p. 6,) it was enacted that any incorporated village might unite with the Board of Education of its township for the purpose of establishing a High School in such township.

On Feb. 10, 1860, (Vol. 57, Ohio Laws, p. 9,) Boards of Education were given the right of eminent domain, that is to say, of appropriating by law land on which to build a school house.

March 19, 1860, (Vol. 57, Ohio Laws, p. 49,) certificates issued to teachers were to be granted for not less than six months nor more than two years.

March 6, 1861, (Vol. 58, Ohio Laws, p. 26), the law of February 21, 1849, was amended by providing that the Board must "keep said schools in operation not less than 30 nor more than 44 weeks of each year."

By act of April 29, 1862, (Vol. 59, Ohio Laws, p. 70) it was made a crime for any member of a Board of Education to receive any compensation for his services as member, or to convert any money of the Board to his own use.

By act of April 4, 1866, (Vol. 63, Ohio Laws, p. 95) a Board of Education might levy not exceeding five mills on the dollar, and they were to provide for at least six months' tuition in every district, and a suitable school house.

By the act of April 9, 1867, (Vol. 64, Ohio Laws, p. 117,) any sub-district or any two or more contiguous sub-districts, containing not less than 275 inhabitants, might become a separate school district, by vote at a special election called by at least six of the freeholder electors therein.

But this law did not apply to any city or village, governed by any special law or by the Akron law, or in which schools were already established under the act of February 21, 1849.

The act of March 13, 1868, (Vol. 65, Ohio Laws, p. 24) authorized any Board of Education, when of opinion a special tax was required for school purposes, other than that authorized by law, to call a special meeting of the qualified

voters of the district, and if a majority voted in favor of levying the additional tax or of continuing the same from year to year thereafter, such additional tax might be levied. And to anticipate money to be raised by such taxation to purchase or erect school houses, they might issue bonds.

By the act of May 14, 1868, (Vol. 65, Ohio Laws, p. 197,) the Board of Education of any township could call a special meeting of the qualified electors to determine whether there should be a Central High school.

By the act of April 12, 1870, (Vol. 67, Ohio Laws, p. 49) a poll book was required to be kept of every election held under the act of February 21, 1849, and the time of voting was to continue at least three hours, the duration of the voting to be specified in the notice of the election. In the same year, on April 15, (Vol. 67, Ohio Laws, p. 58) the directors of each county infirmary might organize a school for the benefit of children of school age within such infirmary.

On March 31, 1871, (Vol. 68, Ohio Laws, p. 52) Boards of Education were required to select the text books to be used, and the studies to be pursued, and text books were not to be changed within two years after their adoption, and then only upon a vote of at least three-fourths of all the members of the board at a regular meeting and with three months' notice of the intended change duly posted in the district, although if the price of any book after its adoption should be increased, a majority of the Board could change the same at any regular meeting.

In 1872, (Vol. 69, Ohio Laws, p. 22) it was provided that the Board of Education of each district might make and enforce rules requiring vaccination of all pupils. Courts have since held that vaccination could not be enforced.

### III.

#### SCHOOL LAW OF TODAY.

On the first day of May, 1873, (Vol. 70, Ohio Laws, p. 195) the most thorough codification was made of our school laws that has ever been made in the state. It established the school law essentially as it is today. One might indeed say: the laws passed since have only been amendments, a rounding out of the law. It was composed of fifteen chapters. The whole state was divided into school districts, and all schools were classified as city districts of the first and second class, village, special, and township dis-

tricts. Every city having a population of ten thousand by the last census was made a city district of the first class; cities having less than ten thousand, of the second class. Incorporated villages became village districts, and all school districts special theretofore, were made special districts, and all organized townships were township districts; the old division of sub-districts still continuing; and when the population changed, a district was advanced in grade.

Boards of Education of first class city districts were composed of as many members as the city had wards, provided the district at the passage of this law had had that limitation. If it had not, then two members were elected from each ward, residents of the district, and having the qualification of electors, and if the Board having one member from each ward decided it was best to have two members from each ward, thereafter each ward had two members, and the school district might have school territory without the corporate limits. The members held their office for two years, one from each ward being elected annually. Separate ballot boxes and poll books were kept for the school election, electors voting at their legal voting place, or if outside the city and attached to any ward at the voting place of such ward. The election was conducted by the usual election officers. The Board was to hold regular meetings every two weeks, and could hold special meetings, and were to adopt rules and regulations. Boards of districts of the second class and village districts also were to consist of three or six persons, residents and electors of the district: Of three members when theretofore organized under a law so requiring, otherwise six. But the Board might by vote decide that it should consist of as many members as the city had wards. Elections were held on the first Monday in April between 6 a. m. and 6 p. m., at the usual place of holding school meetings in such districts, and the meeting of the electors was organized by the appointment of a chairman and secretary, and the meeting chose by ballot two members for the term of three years from the ensuing Monday, although when the Board consisted of three members, one member was elected every year. If the Board decided there should be as many members as wards, they were elected biennially. The clerk of the Board was to give notice of the meeting in a newspaper, or posting notices ten days before. Poll books and tally sheets were kept of the election and returned to the Board of Education. Boards consisting of three members might change the number to six members on a vote of the electors.

In special districts the Board consisted of three members, residents and electors, elected annually by ballot on the second Monday in April, between the hours of one and four p. m., one being elected each year. The election was conducted in the same manner as elections in city districts of the second class. Special districts might be abolished by vote at a special election called for that purpose and held the usual way, and it then became part of the township proper. The board of township districts consisted of the township clerk, and the directors who had been appointed clerks of the sub-districts in the township. But where a Board consisted of a township district undivided or not more than two sub-districts, all the directors with the township clerk became members of the Board of Education. On the second Monday in April, annually, in each sub-district, an elector was elected who held his office for three years from the first Monday following his election. The election was held at the usual place of holding meetings, and the chairman and secretary acted as judges of the meeting. A poll book and tally sheets were kept and signed by the judges, and duly delivered to the clerk of the township. They were to meet five days after election and organize by appointing one of their number clerk, who thereafter presided at the official meeting, and recorded their proceedings together with the minutes of the annual school meeting. The directors met as often as they thought proper. The Board of Education of each township was to organize on the third Monday in April, appointing one of their number president, and in case of the absence of the township clerk, who was ex-officio clerk of the Board, by appointing one of their number clerk pro tem. If there was a failure to meet or elect a director, a special election could be ordered by three electors. The Board was also required to meet on the third Monday in September of each year, and could hold special meetings by giving due notice.

It prepared maps of the township, designating sub-districts which could be changed, but not to contain less than sixty resident scholars by enumeration, except where it was expressly deemed necessary. The clerk of each sub-district was to take an annual enumeration of youths resident in the district, and return a copy to the township clerk. Sub-districts, or parts thereof, might be united with those of another township by mutual agreement between township Boards when deemed best. In such cases the certified copy of the annual enumeration was returned to the clerk of the township in which the school house was situated, and

the school also was under the control of that Board, and that Board made the proper estimate pro rata by enumeration, of the expenses, and duly certified it to the other township, and the county auditor transferred the proper amount of money therefor, and such joint sub-districts might be changed or dissolved. All Boards were made corporations; and when any Board wished to dispose of any property, real or personal, exceeding in value \$300, it was sold at public auction after thirty days' notice in a newspaper of general circulation, or by posting notice in public places. All conveyances made by the Board were executed by the president and clerk; and it was a criminal offense for any member of a Board to have any pecuniary interest in any contract with, or to be employed in any manner for compensation by the Board except as clerk. The title of all property, real or personal, was vested in the Board, and a part or the whole of any school district might be transferred by the mutual consent of the Board to an adjoining school district. Proper statements or maps showing the boundaries and transfers were entered on the records and all records of all Boards were made public. And any person living in a district so transferred had the right of appealing to the county commissioners.

#### BOARDS TO REORGANIZE.

Every Board of Education, except township Boards, was to reorganize under this act on the third Monday of April, 1874, and by vote or lot, diminish the number of its members, or by appointment increase the number; and determine by vote or lot the time each member of the Board should serve, so as to constitute the Board in strict accordance with the provision of the act. All officers elected or appointed were required before entering on their duties to take an oath or affirmation to support the constitution of the United States and of the state, and to faithfully perform the duties of his office. A majority of the Board constituted a quorum. A roll call was to be had on a resolution for the purchase or sale of property, employing a superintendent, teacher, janitor or other officers, or upon paying any debt or claim. And after the vote any member might demand a yea and nay or recorded vote. In all cases of tie votes at any election for members of the Board, the judges of election decided the election by lot. In other cases of failure to elect, or of a refusal to serve, or of any vacancy, the Board made an appointment to hold until the next annual election, unless the vacancy occurred within the fifteen

days before election. In each city district the treasurer of the city funds was made ex-officio treasurer of the school funds. And in township districts the township treasurer was likewise school treasurer. In village and school districts the Board chose their own treasurer. And in city districts of the first class, having no city treasurer, the Board chose their treasurer from their own number. The clerk of the Board gave a bond in an amount fixed and with surety approved by the Board and deposited with the president, and a copy thereof certified by the president was left with the county auditor. And treasurers, whether ex-officio or appointed, gave bonds in double the proportioned amount coming into their hands. Copies of their bonds were also filed with the county auditor. The treasurer made annual settlements between the first and tenth of September with the county auditor for the preceding year, and for all moneys received and paid out. The auditor examined his vouchers and if satisfied, so certified. Any surety of any treasurer of school funds could withdraw from his bond by giving five days' notice in writing to the Board, and the treasurer was then required to give new bond. The Board fixed the compensation of the clerk and treasurer. The allowance made to the treasurer was not to exceed one per centum of the school funds disbursed by him. The treasurer of city funds was allowed no compensation, unless otherwise specially provided by law. The Board was to have a sufficient number of schools to provide for free education for all youths of school age in the district, at the place most convenient for the largest number, and to establish one or more schools of higher grade than the primary schools, wherever they deemed it best for the educational interest of such district, and to keep school every day for not less than twenty-four, nor more than forty-four weeks in each year. And separate schools might be established at request of directors of a county infirmary or children's home, in the home or in the infirmary, "to afford the children therein the advantage of a common school education," the county commissioners furnishing the necessary school rooms, furniture, books, etc., for such children. Evening schools might be had in any city or incorporated village for such youths as were prevented by their daily work from attending in the day time.

Each Board determined the branches of study, and the text books could not be changed oftener than once in three years, except by a three-fourths vote. The German language was to be taught when demanded by 75 freeholder

residents of a district representing not less than 40 pupils who, in good faith, desired to study the German and English languages together. Any language might be taught, but all branches were to be taught in the English language. The Board of School Districts could appoint a superintendent, assistant superintendent, superintendent of teachers, janitors and other employes, and fix their salary, which was not to be increased or diminished during the time for which the appointment was made, but no one could be appointed for a longer time than that for which a member of the Board was elected, and they could be dismissed for lack of duty or improper conduct. Directors of sub-districts could employ or dismiss teachers for sufficient cause, and also fix the pay of the teachers, which pay might be increased but not diminished by the township Board, and it could not exceed in any year the amount of school funds; their school was to continue at least 24 weeks in each year, and the township Board employed teachers in case of failure by local directors. Teachers were to prepare and report as under previous laws. In erection of buildings the directors prepared and furnished school buildings, and the contracts were made by the local directors in accordance with the rules of the township Board, the township being responsible therefor, Boards making improvements not exceeding \$500, or in city districts not exceeding \$1,500. Except in places of necessity, they were required to advertise for sealed bids, and the lowest responsible bidder was accepted unless all were rejected, although the bids for material and labor might be separated, and the lowest item or part of a bid was then accepted, and where bids were equal, either might be accepted. Estimates were to be made by the Board by the first Monday in June, of the amount required for school purposes each year; and they might issue bonds to obtain or improve school property, at any regular meeting; and if the Board failed to make the estimate and certify the levy, the county commissioners were required so to do, and the members of the Board were liable for a penalty in such case.

The schools in a township were to be held for the same length of time, and at a meeting called by any Board, except in a city district of the first class, voters might direct a levy of a special tax to build school houses; and the amount of such levy might be anticipated by issuing bonds. Pupils might be transferred from one district to another, the expense being paid by the district in which the children lived, and Boards could appropriate lands for school purposes. The school year began on the first day of September each year,



and a school week consisted of five days. The school age was from six to 21 years, and any freeholder could send his children to school in any district wherein he had property. All school property was exempt from tax or sale on any execution, and a penalty was provided for any person willfully injuring or defacing any school house, its fixtures or belongings therein, or committing any misdemeanor therein, or any trespass thereon. Each Board reported its receipts and expenditures and school statistics to the county auditor, and when required by the state commissioner of common schools, directly to him. All teachers and superintendents were required to keep their records in such manner that the statistics required could be made up therefrom. City districts of the first class made and published annually reports and enumerations of school youths, unmarried, of the ages of six to 21 years, noting ages and sex, made annually by one or more enumerators paid by the Board. And an abstract thereof was transmitted to the county auditor by the 22d day of October, and when that was neglected the auditor employed enumerators, and he, by the 5th of November, transmitted an abstract thereof to the state commissioner of common schools. The clerk of each Board prepared an annual report. No money was paid out by the treasurer except on order signed by the president and countersigned by the clerk, and no treasurer was allowed to have in his hands money to exceed one-half the penalty of his bond.

Three state school examiners were appointed who held their office for two years, who issued life certificates of "high qualifications" to such teachers as were found on examination to possess the requisite scholarship, of good moral character and of eminent professional experience, and such certificate superseded the necessity of any local examination of such teacher. The probate judge appointed three persons as a county Board of School Examiners, who held their offices for three years, one being appointed annually; no one being appointed as examiner who was connected or interested in any school for the training of teachers. The Board held examinations in convenient places throughout the county, notices being given in the papers, each teacher paying a 50-cent fee, used to pay the expense of the examination; not more than 18 examinations to be held in one year. Certificates were granted for 6, 12, 18 and 24 months. But in city or village districts they had to be endorsed by the president and secretary of the Board of Examiners of such districts. Examination was had in orthography, reading, writing, arithmetic, English grammar and the theory and prac-



EAST HIGH SCHOOL.

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tice of teaching, and in each branch the teacher taught. A special teacher might be employed for teaching painting, penmanship, music, gymnastics or any foreign language, such teacher getting a special certificate, and only teaching such special branch. Teachers filed all certificates or a copy thereof with the clerk of the Board employing them before they could draw their pay. Full records were to be kept by every Board. For examiners of city district of the first class the Board of Education appointed six or nine examiners whose duty it was to examine the schools in each district, and examine all persons desiring to get teachers' certificates. One-third of the Board retired each year, the appointment being for three years. The examiners were paid from the general fund. And the Board of Examiners, or the majority of them, upon examination, granted certificates valid only in their own city school district. They were granted for one, two or three years, and each person examined paid fifty cents before entering upon the examination, which was set apart for a teachers' institute.

A state commissioner of common schools was elected, holding his office for three years, who was to visit annually throughout the state, aiding superintendents and encouraging teachers' institutes, conferring with Boards of Education and school officials, counselling teachers, lecturing on educational topics and supervising the educational funds of the state, and educational matters generally, making annual reports and preparing statistics of all matters, at a salary of \$2,000 a year. Provision was made for holding teachers' institute in every county of the state for a period of not less than four days, and New Years, Fourth of July, Christmas and Thanksgiving days were made holidays, also the week in which the county institute was held; all such days counting as days of work for the teacher. But for the city districts of the first class, a city institute was held in place thereof. The school fund and school taxes remained substantially the same as they were under previous laws.

#### COMPULSORY EDUCATION.

On March 29, 1875, (Vol. 72, Ohio Laws, p. 114) Boards of Examination in cities of the first class granted certificates for two, five or ten years.

On March 20, 1877, (Vol. 74, Ohio Laws, p. 57) the state provided for compulsory education by enacting that every parent, guardian or other person having charge or control of any child between the ages of eight and 14 years

shall be compelled to send such child for at least 12 weeks in each school year to the public school. The school year commenced on the first day of September, and it was forbidden to employ children under 14 years of age in manufactories, mines, etc., during school hours unless such children should have attended some common or private school for at least 12 weeks; and certificate was to be shown of that fact. The School Board was directed to see that this act was complied with, and violation of it was made a criminal offense.

In May, 1878, (Vol. 75, Ohio Laws, p. 133) it was provided that Cincinnati, having received funds therefor, might establish an astronomical observatory in connection with its university.

In the revision of all the statutes of the state in 1880, the school laws were again codified and their sections rearranged with but little difference, except in the phraseology. All elections for members of Boards of Education and school directors were on the first Monday in April, except in township districts, where the directors were elected on the second Monday in April. Joint sub-districts could be formed in townships by petition to the Board of Education of any township wherein part of the territory was situated by three or more electors, security for costs of the proceedings being given. Change was made in the time for which county Boards of Examiners could grant certificates, namely, for 6, 12, 18, 24 or 36 months.

March 25, 1880, (Vol. 77, Ohio Laws, p. 80) the law was changed as to the Board of Education for Cincinnati, giving them a special method, different from any other Board in the state.

On Feb. 24, 1881, (Vol. 78, Ohio Laws, p. 39) the law in regard to state certificates was changed, so as to provide for two grades, viz: first class life certificates, and second class for ten years, all valid in any county in the state. And certificates in villages and city districts could issue for five and ten years, and be renewed without examination at the discretion of the examining board.

By act of March 13, 1882, (Vol. 79, Ohio Laws, p. 37) any Board of Education could establish schools of higher grade than primary when it thought proper; and when established they could not be discontinued in less than three years from the time of establishing except by a vote of three-fourths of the members of the Board.

April 5, 1882, (Vol. 79, Ohio Laws, p. 70) teachers were required to be examined in History of the United States, in addition to the other studies.

April 11, 1882, (Vol. 79, Ohio Laws, p. 83) the provision for renewing certificates without examination was extended to county Boards of Examiners.

April 13, 1882, (Vol. 79, Ohio Laws, p. 87) Decoration Day was added to the list of holidays.

By act of Feb. 9, 1883, (Vol. 80, Ohio Laws, p. 14) the Cleveland Board of Education was allowed for the next five years to levy one mill per year for erection, repairing, etc., of school houses, this making a total levy of six mills. This was apart from the levy for library purposes of two and one-half tenths mills.

In March 5, 1883, (Vol. 80, Ohio Laws, p. 39) it was provided that the net proceeds from the sales of swamp lands, granted to Ohio by congress, should be turned into the common school fund.

April 4, 1884, (Vol. 81, Ohio Laws, p. 106) Boards of Education and directors were directed, in the months of March, April, May or November of that year and each year thereafter to plant shade and ornamental trees in all school grounds. But this law was repealed before very many schools had complied therewith, on April 27th, 1886 (Vol. 83, Ohio Laws, p. 84).

March 26, 1885 (Vol. 82, Ohio Laws, p. 100) each applicant for a state certificate was required to pay five dollars to the Board of Examiners.

April 22, 1885, (Vol. 82, Ohio Laws, p. 142) it was enacted that no text book should be changed or revised for the five years next after its adoption without the consent of three-fourths of all the members of the Board at a regular meeting, and every Board was authorized to purchase from publishers or dealers, at the lowest price, school text books, and furnish the same to pupils at cost price.

March 17, 1886, (Vol. 83, Ohio Laws, p. 32) Cleveland was given a special Board of Education. The wards were divided into 20 districts, each district electing one member who served for two years (after the first election), the additional tax of one mill per dollar for school house purposes was continued for four years, and bonds could be issued.

In April 21st of the same year (Vol. 83, Ohio Laws, p. 89) Cleveland was given permission to establish a City Farm school.

Feb. 22, 1887, (Vol. 84, Ohio Laws, p. 34) the statute allowing separate schools to be kept for colored children was repealed.

March 21, 1887, (Vol. 84, Ohio Laws, p. 184) the classification of city districts was changed, so that Cincinnati became a city district of the first grade of the first class, Cleveland the second grade of the first class, and cities having a population of ten thousand and less than one hundred and fifty thousand were called simply "city districts of the first class." The Cincinnati Board consisted of one member from each ward, holding office for two years, and the superintendent appointed the teachers of the Cincinnati schools. And in other cities than Cincinnati and Cleveland the Board consisted of two members from each ward (except where organized under special laws).

March 16, 1887, (Vol. 84, Ohio Laws, p. 92) provision was made for a Manual and Domestic Training school in the city of Cleveland, and a levy of one-fifth of a mill in addition for its support.

March 21, 1888, (Vol. 85, Ohio Laws, p. 93) the additional qualification for teachers of an elementary knowledge of physiology and hygiene was ordered. And in the same year (Vol. 85, Ohio Laws, p. 213) the nature of alcoholic drinks and narcotics, and the effect on the human system was required to be taught in the common schools.

April 16, 1888, (Vol. 85, Ohio Laws, p. 330) the law in regard to life certificates was changed, authorizing three grades of certificates to be issued.

In 1889, Jan. 31st, (Vol. 86, Ohio Laws, p. 11) any township Board of Education was authorized to allow the use of school buildings for the use of Literary Societies, Singing Schools, Religious Organizations and School Exhibitions.

April 15, 1889, (Vol. 86, Ohio Laws, p. 333) the time of compulsory education was changed to twenty weeks a year, ten of which should be consecutive in city districts, and in village and township districts 16 weeks a year, eight consecutive. And all minors of the age of 14 and under the age of 16 who could not read and write the English language, were required to attend school either one-half of each day, some evening school or receive regular private instruction from some qualified teacher, until he was able to read and write and obtained a certificate to that effect from the superintendent of schools; and it was forbidden to employ such person without such certificate. And every parent

or other person having control of such child under the age of 16 years who had been discharged from any business, for want of such certificate, was required to send him to school. And all children between the ages of 7 and 14 years who were truant from school, and children between the ages of 14 and 16 years who could not read or write the English language and were absent from school, were to be adjudged disorderly persons. And in cities of the first and second class the Boards of Education were to employ truant officers to see to the enforcement of such provisions, and such officers were to make daily reports to the superintendent of schools, and to bring criminal prosecutions to enforce the law.

April 28, 1890, (Vol. 87, Ohio Laws, p. 377) the law of April 22nd, 1885, in regard to text books was amended by providing for a State School Book Board, by which the maximum price of school books was to be fixed. The Board was to invite and receive proposals by publishers, and proposals being accepted and the books completed, prices fixed, etc., the commissioner of schools then notified every Board of Education in the state thereof, and each Board voted what text books should be adopted. The law prohibiting changes remained in force. And if no publisher competed, propositions were invited for compiling school books and publication.

This law was again amended May 4, 1891, (Vol. 88, Ohio Laws, p. 568) by providing for an Ohio series of school books as follows:

- Ohio Spelling Book.
- Ohio First Reader.
- Ohio Second Reader.
- Ohio Third Reader.
- Ohio Fourth Reader.
- Ohio Fifth Reader.
- Ohio First Arithmetic.
- Ohio Second Arithmetic.
- Ohio First Geography.
- Ohio Second Geography.
- Ohio First Grammar.
- Ohio Second Grammar.
- Ohio First Physiology.
- Ohio Second Physiology.
- Ohio's First United States History.
- Ohio's Second United States History.

All to be published and provided to pupils at not exceeding ten per cent. above the cost price.



## IV.

## THE FEDERAL PLAN.

On March 8, 1892, (Vol. 89, Ohio Laws, p. 74) the law was passed providing for the reorganization of the Cleveland Board of Education. The old Board of Education was wiped out, and the new School Council of seven members was created. Three members of the Council were elected for the term of two years, four for the term of three years; and since then every member elected holds his office two years. The Council elects one of their members president, and a clerk (who is not a member). The clerk's salary is fixed by the Council at not exceeding \$2,000 per year. Every legislative act of the Council is by resolution, and any proposition for levying a tax or paying out money, any transfer of property and any change or adoption of text books is, before it takes effect, presented to the school director (also elected by the votes of the district, and for the term of two years) for his approval. That officer being given the veto power in all such matters, only to be overcome by a four-fifths vote of all the members of the Council taken on the reception of the veto. But that provision was changed April 12, 1892, (Vol. 89, Ohio Laws, p. 250) so that a two-thirds vote of all the members of the Council is sufficient to pass the measure over the veto. The Council provides for the appointment of all necessary teachers and employes, prescribes their duties and fixes their compensation; and performs the same duties in relation to the Public Library Board and Manual and Domestic Training schools as the Cleveland Board of Education had theretofore. The school director devotes his entire time to his duties at a salary of \$5,000. And in case of any vacancy in the office of school director, or member of the Council, the Council by vote of the majority of all the members elected fills the vacancy until the next annual city election (if more than 30 days of such vacancy), when the same shall be filled by electing for the unexpired term.

The school director, subject to the confirmation of the Council, appoints the superintendent of instruction, who remains in office during good behavior, removable at any time for sufficient cause. The order for removal must be in writing, specifying the cause therefor and must be entered in the records of the school director, and the director must report the same at once, with the reasons therefor, to the Council. The superintendent of instruction has sole power to appoint and discharge all assistants and teachers author-

ized by the Council to be employed, and is to annually report to the school director in writing as to all matters under his supervision. He may be required by the Council to attend any or all of its meetings. All employes of the Board of Education, except as otherwise provided, are employed by the school director. That officer is to attend all meetings of the Council and take part in its deliberations, but does not have the right to vote. The city auditor of Cleveland is the auditor of the School Council and issues all warrants for the payment of money from school funds; but the school director must first approve every claim, except the pay roll for assistants in school work and teachers, which is approved by the president and clerk and superintendent of instruction.

The city auditor when a claim is presented has power to require evidence of the justice and legality of the claim, and may summon before him any person and examine him under oath relative thereto. No money is to be paid out, except in pursuance of an appropriation made therefor by the Council, and no appropriation shall be made for a longer time than the end of the current year, and at the end of the year all unexpended appropriations revert to the school funds. The city auditor must submit to the Council annually a full account of all moneys received and expenditures and of all liabilities of the Board and gives bond in the sum of \$20,000. The auditor receives no compensation for his services to the Council, but the Council provides for such assistants as the auditor deems necessary, and they are paid from the school funds. The assistants are appointed by the auditor. No contract or obligation is binding upon the Board unless an appropriation therefor shall be first made by the Council. All contracts involving more than \$250 must be in writing, executed in the name of the Board by the director, and approved by the Council; and when money has been appropriated therefor by the Council, the director may make a contract or purchase not exceeding \$250, in amount at any one time; all such contracts must be forthwith reported to the auditor. When the Council sees fit to build or make any improvements or repairs on a school house exceeding \$1,500, it can not except in case of urgent necessity do so without the director first advertises for bids for four weeks in two newspapers, and the bids duly sealed shall be filed with the clerk by 12 noon of the last day stated in the advertisement, and opened by the director at the next meeting of the Council, publicly read by the clerk and entered in full upon the records of the Council. Bids shall contain the name of every person interested in the same and be accompanied by a guar-

anty of a disinterested person that if accepted, a contract will be entered into and performance properly secured. When bids are for both labor and materials, they must be separately stated, and the price of each. None but the lowest responsible bidder may be accepted, but the director may reject all, or accept any bid for labor and material that is the lowest in the aggregate, although any part of a bid which is lower than the same part of any other bid must be accepted, rejecting the highest part of the bid. Contracts are to be made between the Board and the bidders, the Board paying the contract price for the work when completed. When two or more bids are equal in the whole or any part, and lower than any other, either may be accepted, but the work can not be divided between the bidders. And where there is reason to believe there is collusion, the bids of those concerned shall be rejected. Any member of the Council or director can be impeached for misfeasance or malfeasance in office, by proceedings in the Probate Court on complaint of any elector, signed and approved by four other electors, in like proceedings as those for similar proceedings against a member of the City Council. The judge is to determine who shall pay the costs, though no one acquitted shall be required to pay any costs.

This act was amended May 21, 1894, (Vol. 91, Ohio Laws, p. 839) by directing that a salary of \$260 should be paid to each member of the Council, and that they should meet every Monday night during the school year, and the first and third Mondays of the other months.

This act was again amended March 13, 1896, (Vol. 92, Ohio Laws, p. 490) by providing that the clerk of the Council shall be elected for two years. And amended again March 30,, 1898 (Vol. 93, Ohio Laws, p. 517) by adding that the annual report of the auditor to the Council should be rendered on the second Monday in September for the year ending the preceding 31st of August. The report is to be examined by the Council together with two persons appointed by the common pleas court on the second Tuesday in September, the two examiners being paid \$5 per day for the time necessarily spent (not exceeding thirty days), and they are given power to subpoena witnesses before them, who being sworn are compelled to answer questions put them relative to the financial transactions of the Board of Education. And the examiners must return the auditor's report and their own on or before the fourth Saturday in October to the school director. And it is read to the Coun-

cil at its next regular meeting, and published in full in the official proceedings, and thereafter in the annual report of the Board of Education.

## V.

## SOME LATE LAWS.

On March 22, 1892, (Vol. 89, Ohio Laws, p. 123) county Boards of Examiners were given power to hold examinations of pupils in sub-districts and special districts in orthography, reading, writing, arithmetic, physical geography, English grammar, United States history and physiology, of such a character as to enable a successful student to enter any High school in the county; and to each successful applicant, who shall deliver an oration or declamation or read an essay in some public place approved by the clerk of the township Board of Education, a diploma shall be presented on the first Saturday in June next, after the examination at the county seat, at the conclusion of the annual address provided by the Board of Examiners. And the tuition of such graduate as may attend any village or High school of the county, may be paid by the Board of Education for the district in which the pupil resides.

By way of encouraging the study of the history of Ohio, April 28, 1892, (Vol. 89, Ohio Laws, p. 241) the legislature provided for the purchase for each school house of Howe's Historical Collections of Ohio, to be used in each school.

April 13, 1892, (Vol. 89, Ohio Laws, p. 276) it was enacted that physical culture, including calisthenics should be included in the branches regularly taught in common schools of the first and second class, and in all the educational institutions supported in whole or in part by the state.

March 22, 1892, (Vol. 89, Ohio Laws, p. 130) the legislature, doubtless intending to encourage the keeping of dogs, enacted that any surplus remaining in the county treasury arising from taxes on dogs, after paying for the sheep killed by them, should be transferred to the school fund. Although in Cuyahoga county that surplus was to be turned over to the Industrial school or Children's Home.

By the act of Jan. 11, 1893, (Vol. 90, Ohio Laws, p. 4) all school houses were to be examined to see if they were furnished with suitable exits, with doors opening outwards, in case of fire.

March 22, 1893, (Vol. 90, Ohio Laws, p. 116) the evening school law was amended by permitting persons more

than 21 years of age to attend them, upon payment of tuition.

March 17, 1893, (Vol. 90, Ohio Local Laws, p. 97) the Cleveland Board of Education was authorized to make a special additional levy for nine years of two-fifths of a mill on a dollar for the payment of bonds issued by the Board.

April 25, 1893, (Vol. 90, Ohio Laws, p. 285) the compulsory educational law was amended so that where any child was unable to attend school by reason of being compelled to work in order to support himself or care for others, the authorities charged with the relief for the poor, if it was a meritorious case, might give such relief, as should enable the child to attend school for the time prescribed by law, and the provisions of the act were to apply to the school for deaf and dumb and the blind, so far as enforceable.

April 25, 1893, (Vol. 90, Ohio Laws, p. 300) the secretary of the state Board of Examiners and the state commissioner of common schools were directed to prepare the questions for the Boards of County Examiners that the examinations might be rendered uniform throughout the state.

April 27, 1893, (Vol. 90, Ohio Laws, p. 349) public Kindergarten schools were provided for in every city, or village district for children between the ages of 4 and 6 years, at the discretion of their respective Boards of Education; a special levy being made in such cases of a tax not exceeding one mill in addition.

And the same day, (Vol. 90, Ohio Laws, p. 353) the legislature provided a punishment of not less than ten nor more than one hundred dollars or imprisonment not less than thirty days nor more than one year, or both, for hazing, and making it in case of tattooing or disfigurement of the body or limbs of the person, a penitentiary offense.

April 5, 1894, (Vol. 91, Ohio Laws, p. 121) the time for the election of members of the Board of Education in village districts was changed to the first Monday in April, and the term of office fixed at three years.

April 20, 1894, (Vol. 91, Ohio Laws, p. 164) provision was made for the establishment of a course of practical and scientific instruction in the art of working in clay and ceramics in the Ohio State University of Columbus. (That institution being established and partly supported by the state from the common school funds.)

April 24, 1894, (Vol. 91, Ohio Laws, p. 182) a radical change was made as to school voters, by providing that

women of the age of 21 years and upwards should have the right to vote for all school officers.

May 16, 1894, (Vol. 91, Ohio Laws, p. 260) provides that free school books might be furnished to all children attending school, the books being the property of the Board.

May 21, 1894, (Vol. 91, Ohio Laws, p. 363) provides for the issuing of registered bonds by all school districts, whether cities, villages, counties or townships.

By the act of Feb. 20, 1896, (Vol. 92, Ohio Laws, p. 36) teachers were required to have the additional qualification for examination of the history of its "Civil Government," with the usual exception that those required to teach only special studies in graded schools, such as German, French, painting, music, etc., need only be examined in the special branches taught by them.

March 25, 1896, (Vol. 92, Ohio Laws, p. 86) all school houses were required to have displayed upon them, on the outside in fair weather and on the inside at other times the United States flag, by way of encouraging and developing the patriotism of the Nation.

#### FIVE YEAR CERTIFICATES.

April 6, 1896, (Vol. 92, Ohio Laws, p. 121) county examiners were authorized to issue certificates for five years to applicants who, in addition to the necessary qualifications, had been for three years next prior engaged in teaching at least 12 months in one place; and such five years' certificate might be renewed upon the same condition without examination at the discretion of the Board. The examiners might grant certificates for 8 years to such as held certificates for 5 years, and had had 18 months' experience in one place. But the applicants for certificates for 8 years were required to pass an examination in botany, algebra, natural philosophy and English literature. And the 8 years' certificates are renewable without examination. And provision was made that when any recipient of any certificate was charged with intemperance or other immorality, the Board might investigate, and had power to send for witnesses and examine them under oath. The expense of the trial being paid out of the county treasury.

April 8, 1896, (Vol. 92, Ohio Laws, p. 133) provision was made in Cuyahoga and Franklin counties, that the Board of Education of any township district might temporarily suspend school in any sub-district and provide for

the conveyance of its pupils to the school in the adjoining sub-district most convenient for them respectively.

The act of April 14, 1896, (Vol. 93, Ohio Laws, p. 152) regulates the school teachers' pension fund in Cincinnati.

April 22, 1896, (Vol. 93, Ohio Laws, p. 282) the text book law was changed.

April 27, 1896, (Vol. 93, Ohio Laws, p. 367) provision was made for sinking funds to pay the school bond indebtedness of Cincinnati, Toledo and Cleveland.

April 27, 1896, (Vol. 93, Ohio Laws, p. 424) the Board of Education of Cincinnati was again reorganized, without any material change.

April 27, 1896, (Vol. 93, Ohio Laws, p. 431) the Cleveland Board was given power to issue bonds to take up bonds, but it was not to increase the amount of bond indebtedness.

March 11, 1898, (Vol. 93, Ohio Laws, p. 45) provision was made regulating the township Boards of Education and school districts, without any substantial change.

March 30, 1898, (Vol. 93, Ohio Laws, p. 75) the legislature provided for the education of children who are both blind and deaf; employing for them suitable teachers and nurses, and other necessary arrangements. The age of admission was 4 years, and they were not to remain longer than 12 years "or such part thereof as the superintendent should think the progress of the child justified."

April 23, 1898, (Vol. 93, Ohio Laws, p. 236) provided for schools in Cleveland and Cincinnati for deaf children of above 3 and under 15 years with an average attendance of not less than 5 pupils with expenses paid out of the common school fund. And the teachers (appointed by the state school commissioner), in addition to their ordinary certificate were to "have received specific instructions in the teaching of the deaf for a term of not less than one year." The state school commissioner appoints a competent person to make an inspection of such schools at least twice a year.

March 15, 1898, (Vol. 93, Ohio Laws, p. 459) Cleveland was authorized to issue bonds not to exceed three hundred thousand dollars, payable within ten years and six months, and bearing 4 per cent. interest, to be used for the erection and equipment of High school buildings. A one-tenth of a mill tax was to be levied to pay the same.

March 29, 1900, (Vol. 94, Ohio Laws, p. 91) it was enacted that the Cincinnati Board of Education might grant

permanent certificates of each class issued by that Board, valid for life in Cincinnati, when the applicants had had 50 months successful teaching, 30 of which had been in the Cincinnati schools, and the applicant had satisfactory knowledge of the history and science of education and psychology.

April 6, 1900, (Vol. 94, Ohio Laws, p. 305) it was provided the superintendent of Cincinnati schools should appoint all the teachers of said schools, with the consent of the Board of Education for a period of one year, and when the appointment was made the second time, for two years, and the third time for four years. And all teachers who serve seven successive years in the Cincinnati schools, whether before or after the passage of the act when appointed by the superintendent and confirmed by the Board, hold their positions until removed by death, resignation or for cause, subject to the requirements of examination and good behavior; and when removed for cause, charges must be made in writing, filed and investigated by the Board. The Cincinnati High school appointments also are made for one year; but teachers of the High school who have served five successive years in the public schools or High schools of Cincinnati, before or after the passage of this act, when appointed by the superintendent and confirmed in like manner, hold their positions for life, removable in the same manner as the teachers of the public schools. And the Board of Education is authorized to retire on a pension for physical or mental disability any teacher who shall have taught for a period aggregating 20 years, and three-fifths of said service has been in the public or High schools in Hamilton county. The term teacher includes the superintendent of schools, the superintendent of instruction, principals, special teachers and other teachers; and any teacher may retire under the Cincinnati pension law who has taught for a period of 30 years, receiving as pension annually ten dollars for every year of service, but not to exceed five hundred dollars.

April 16, 1900, (Vol. 94, Ohio Laws, p. 317) provides for the centralization of all township schools, and the conveyance of pupils to one or more central schools, on vote of the people of the township.

April 10, 1900, (Vol. 94, Ohio Laws, p. 539) an attempt was made to pass a pension law for the teachers of the Cleveland schools; but the courts decided that the law was invalid.

April 16, 1900, (Vol. 94, Ohio Laws, p. 377) any Board of Education may employ a teacher or teachers to give in-



struction in vocal music to all school children, and purchase all appliances and books necessary for that branch of study.

April 16, 1900, (Vol. 94, Ohio Laws, p. 396) the last school law of the state was passed. It provides not only that instruction shall be given in the public schools of the effect of alcoholic drinks on the human system, but any school official, or any employe in any way concerned in the enforcement of the act, who willfully refuses or neglects to provide for or give the instruction required by this act, is to be fined, and pay for each offense the sum of twenty-five dollars. Justices, probate judges or the common pleas court have jurisdiction to try the offense; and all fines and collections under the act are to be paid into the general county school fund.

WILLIAM C. ROGERS.

## SCHOOL BOARDS.

**Note**—The President of the Board is given first in each list.

1837.

John W. Willey, Anson Hayden and Daniel Worley.

1838.

Samuel Cowles, Samuel Williamson and Philip Battell.

1839.

Henry H. Dodge, Henry Sexton and Silas Belden.

1840.

Levi Tucker, Henry Sexton and Silas Belden.

1841.

Levi Tucker, Silas Belden, Samuel H. Mather and Robert Cather.

1842.

Chas. Bradburn, Geo. Willey, Chas. Stetson and Madison Kelley.

1843.

Chas. Bradburn, Geo. Willey, Chas. Stetson and Madison Kelley.

1844.

Chas. Bradburn, Madison Kelley, Robert Bailey and H. S. Noble.

1845.

Chas. Bradburn, Truman P. Handy, Thos. Richmond and J. B. Finney.

1846.

Chas. Bradburn, Geo. Willey, R. T. Lyon and Madison Kelly.

1847.

Chas. Bradburn, T. P. Handy, Samuel Starkweather  
and William Day.

1848.

Chas. Bradburn, Jas. D. Cleveland, T. P. Handy and  
George Willey.

1849.

Geo. Willey, Jas. D. Cleveland, Samuel Williamson,  
John Barr and William Smythe.

1850.

Geo. Willey, Jas. D. Cleveland, Samuel Williamson and  
Robert Bailey.

1851.

Geo. Willey, Jas. D. Cleveland, T. P. Handy, Robert  
Bailey and John C. Vaughan.

1852.

Geo. Willey, Jas. D. Cleveland, T. P. Handy, John B.  
Waring and James Fitch.

1853.

Geo. Willey, Chas. Bradburn, William D. Beattie, T.  
P. Handy and James Fitch.

1854.

Geo. Willey, Chas. Bradburn, T. P. Handy, W. D.  
Beattie and James Fitch.

1855.

B. Sheldon, T. P. Handy, S. H. Mather, W. D. Beattie,  
B. Stedman, Jas. Briggs, I. L. Hewett, R. B. Dennis, Horace  
Benton, Geo. Willey and A. P. Turner.

1856.

Geo. Willey, S. H. Mather, T. P. Handy, W. D. Beattie,  
L. C. Ingersoll, J. Gardner, B. Stedman, Horace Benton, J.  
A. Briggs, R. B. Dennis, B. Sheldon.

1857.

Chas. Bradburn, Geo. Willey, R. B. Dennis, Horace Benton and S. H. Mather.

1858.

Chas. Bradburn, Geo. Willey, Horace Benton, S. H. Mather and R. B. Dennis.

1859.

Chas. Bradburn, Geo. Willey, Chas. W. Palmer, T. S. Paddock and R. B. Dennis.

1860.

Chas. Bradburn, Allyne Maynard, Chas. S. Reese, William H. Stanley, Nathan P. Payne, W. P. Fogg, Lester Hayes, J. A. Thome, F. B. Pratt, Daniel P. Rhodes and George R. Vaughan.

1861.

James A. Thome, J. E. Ingersoll, Chas. E. Reese, N. P. Payne, E. S. Flint, A. G. Smith, C. French, P. E. Russell, A. C. Messenger and Ansel Roberts.

1862.

Harvey Rice, Thomas Jones, Jr., E. P. Ingersoll, J. A. Thome, A. C. Messenger, Ansel Roberts, C. Weber, John Sargent, ——— Willard, John Hartnell, Chas. E. Reese.

1863.

Harvey Rice, Thomas Jones, Jr., Henry F. Clark, Pierre A. Gollier, H. B. Spellman, John Friend, W. W. Andrews, W. W. Cushing, John H. Sargent, John A. Redington, John Hartnell.

1864.

Allyne Maynard, Lucius M. Pitkin, P. A. Collier, H. B. Spellman, John Friend, Geo. A. Kolbe, W. W. Andrews, William Dugan, John H. Sargent, L. D. Hudson, John Hartnell.

1865.

L. M. Pitkin, Allyn Maynard, Geo. A. Kolbe, Wm. Dugan, J. H. Sargent, H. H. Price, L. F. Mellen, Melchior Neff, S. H. Sheldon, D. P. Eells.

1866.

Lucius M. Pitkin, Daniel P. Eells, William H. Price, Lucius F. Mellen, Melchior Neff, Geo. A. Kolbe, William Dugan, Lorenzo D. Hudson, Seth H. Sheldon, Geo. L. Hartnell, Thomas Reeve.

1867.

William H. Price, Daniel P. Eells, Lucius M. Pitkin, Jesse P. Bishop, Joseph Bell, Geo. A. Kolbe, James R. Worswick, William Dugan, L. D. Hudson, Seth H. Sheldon, Geo. L. Hartnell.

1868.

William H. Price, Lucius M. Pitkin, Dan. P. Eells, Jesse P. Bishop, Joseph Bell, George A. Kolbe, James R. Worswick, William Dugan, Lorenzo D. Hudson, Seth H. Sheldon, George L. Hartnell.

1869.

Edwin R. Perkins, Edward Budwig, A. K. Spencer, Chas. Whitaker, Joseph Bell, Moses G. Watterson, Thomas R. Reeve, William Dugan, L. D. Hudson, Seth H. Sheldon, F. Buehne, Frederick Dalton, Albert G. Hart, Edwin P. Hunt, George Judson.

1870.

Edwin R. Perkins, Charles W. Heard, A. H. Spencer, Charles Whitaker, Joseph Bell, Moses Watterson, Warren F. Walworth, William Dugan, Marcus A. Hanna, Seth H. Sheldon, Lewis Merrick, Frederick Dalton, Albert G. Hart, Edwin P. Hunt, George Judson.

1871.

E. R. Perkins, Charles W. Heard, A. K. Spencer, James W. Carson, John O'Laughlin, Moses G. Watterson, W. C.

B. Richardson, William Dugan, Marcus A. Hanna, E. R. Felton, James T. Armstrong, Frederick Dalton, Albert G. Hart, E. H. Bohm, L. C. Pratt.

1872.

E. R. Perkins, Frederick Ambrosius, A. K. Spencer, James W. Carson, John O'Laughlin, M. G. Watterson, W. C. B. Richardson, Patrick Filbin, J. M. Ferris, E. R. Felton, Frederick Buehne, George Howlett, A. G. Hart, L. C. Pratt, E. H. Bohm.

1873.

E. R. Perkins, E. H. Bohm, A. R. Spencer, Chas. Whitaker, George Dodge, Jr., M. G. Watterson, Thomas A. Stow, Patrick Filbin, J. M. Ferris, Francis S. Pelton, Frederick Buehne, George Howlett, A. G. Hart, George W. Morgan, Edwin J. Blandin.

1874.

E. R. Perkins, George L. Childs, Chas. B. Bernard, Charles Whitaker, George C. Dodge, Jr., M. G. Watterson, Thomas A. Stow, T. M. Smith, F. Q. Barstow, Francis S. Pelton, Frederick Buehne, George Howlett, A. G. Hart, John J. Davis, Edwin J. Blandin, John C. Hutchins, S. M. Strong.

1875.

M. G. Watterson, George L. Childs, Chas. B. Bernard, P. Cunningham, Samuel Briggs, Geo. C. Dodge, Jr., Thos. A. Stow, T. M. Smyth, F. Q. Barstow, N. B. Dixon, Fred Buehne, Geo. Howlett, John C. Dewar, P. W. Payne, William K. Smith, John C. Hutchins, S. M. Strong, J. D. Jones.

1876.

M. G. Watterson, George L. Childs, Dr. D. B. Smith, William J. Akers, Samuel Briggs, A. Mehling, Thomas A. Stow, D. C. Taylor, J. M. Ferris, N. B. Dixon, G. W. Leiblein, F. Muhlhauser, Felix Nicola, P. W. Payne, F. M. Sanderson, John E. Colby, S. M. Strong, Dr. J. D. Jones.

1877.

M. G. Watterson, George L. Childs, Dr. D. B. Smith, William J. Akers, E. M. Hessler, A. Mehling, Thomas A. Stow, Anthony Burke, J. M. Ferris, A. G. Hopkins, G. W. Leiblein, F. Muhlhauser, Felix Nicola, O. F. Rhoades, F. M. Sanderson, A. K. Spencer, S. M. Strong, Dr. J. D. Jones.

1878.

M. G. Watterson, George L. Childs, Dr. D. B. Smith, William J. Akers, E. M. Hessler, J. F. O'Mara, S. F. Gulliford, W. J. Starkweather, R. L. Willard, A. G. Hopkinson, Chas. Saeltzer, F. Muhlhauser, J. C. Dewar, O. F. Rhoades, Geo. A. Groot, W. A. Neff, Geo. A. Bemis, Dr. J. D. Jones.

1879.

Dr. D. B. Smith, George L. Childs, William J. Akers, E. M. Hessler, J. F. O'Mara, Lewis Breckenridge, E. A. Schellentrager, James McNeil, R. L. Willard, H. H. Adam, Chas. Saeltzer, F. Muhlhauser, J. C. Dewar, Wm. Pate, Jr., Geo. A. Groot, J. C. Grannis, Geo. A. Bemis, Dr. J. D. Jones.

1880.

Dr. D. B. Smith, George L. Childs, F. A. Corlett, E. M. Hessler, Dr. J. P. Esch, Lewis Breckenridge, E. A. Schellentrager, James McNeil, R. L. Willard, H. H. Adams, Charles Saeltzer, F. Muhlhauser, J. C. Dewar, Wm. Pate, Jr., C. A. Nauert, J. C. Grannis, Horace Ford, Dr. J. D. Jones.

1881.

Dr. D. B. Smith, George L. Childs, F. A. Corlett, M. D. Leggett, J. T. Wilson, Lewis Breckenridge, E. A. Schellentrager, James McNeil, R. L. Willard, J. H. Schneider, Charles Saeltzer, F. Muhlhauser, J. C. Dewar, C. L. Hechler, C. A. Nauert, A. Ward Fenton, Horace Ford, Dr. J. D. Jones.

1882.

Dr. J. D. Jones, Geo. L. Childs, Dr. D. B. Smith, Charles Gordon, M. D. Leggett, E. A. McCormack, Lewis

Breckenridge, E. A. Schellentrager, Jas. McNeil, R. L. Willard, J. H. Schneider, H. G. Sipher, F. Muhlhauser, J. C. Dewar, G. L. Hechler, C. A. Nauert, A. Ward Fenton, Horace Ford.

1883.

R. L. Willard, George L. Childs, Dr. D. B. Smith, Charles Gordon, L. J. P. Bishop, E. A. McCormack, B. Mahler, E. A. Schellentrager, John Lavelle, J. H. Schneider, H. G. Sipher, Philip Voelkle, J. C. Dewar, G. L. Hechler, C. A. Nauert, A. Ward Fenton, Horace Ford, Frank Sawyer.

1884.

J. H. Schneider, Dr. C. F. Bock, Dr. D. B. Smith, Charles Gordon, J. M. Henderson, J. P. Mooney, B. Mahler, E. A. Schellentrager, John Lavelle, R. L. Willard, Chas. Salisbury, Philip Voelkle, J. C. Dewar, G. L. Hechler, W. D. Patterson, A. W. Fenton, Virgil P. Kline, Frank Sawyer.

1885.

B. Mahler, Dr. C. T. Bach, J. P. Dawley, D. M. Becker, A. T. Anderson, S. D. Dodge, J. H. Rhodes, P. P. Nangesser, M. J. Reddy, R. L. Willard, E. O. Peets, A. H. Gehring, J. V. Chapek, J. C. Dewar, Jackson Allen, W. D. Patterson, A. W. Fenton, Virgil P. Kline, Henry Shanks, J. B. Mooney, E. A. Schellentrager, B. Mahler, Peter Zucker, R. E. Greene, A. Honecker, H. W. S. Wood.

1886.

B. Mahler, Hosea Paul, J. P. Dawley, T. N. Fisher, A. T. Anderson, J. F. Brennan, J. H. Rhodes, Fred Gunzenhauser, M. J. Reddy, Dr. J. G. Clyne, E. O. Peets, Dr. F. W. Walz, J. V. Chapek, N. S. Calhoun, Jackson Allen, Daniel Ewald, A. Ward Fenton, John C. Hale, Henry Shanks, Ed. A. McCormack, E. A. Schellentrager, Peter Zucker, R. E. Greene, A. Honecker, H. W. S. Wood.

1887.

E. A. Schellentrager, Dr. D. B. Smith, John F. Brennan,



Ferd. Gunzenhauser, A. W. Fenton, W. D. Patterson, W. H. Monroe, Jackson Allen, Albert Turba, B. Mahler, Z. M. Hubbell, Joseph Goodhart, Peter Zucker, M. J. Reddy, Dr. D. C. Husman, Ed. O. Peets, Dr. J. A. Gilbert, W. R. Wilbur, Alfred Tilton, Philip Voelkle.

1888.

Peter Zucker, Dr. D. B. Smith, John F. Brennan, Ferd. Gunzenhauser, E. A. Schellentrager, A. W. Fenton, W. D. Patterson, W. H. Monroe, Jackson Allen, Albert Turba, B. Mahler, Z. M. Hubbell, Joseph Goodhart, M. J. Reddy, Dr. D. C. Husman, Ed. O. Peets, Dr. J. A. Gilbert, W. R. Wilbur, Alfred Tilton, Philip Voelkle.

1889.

Peter Zucker, Dr. D. B. Smith, John F. Brennan, Ferd. Gunzenhauser, E. A. Schellentrager, James W. Stewart, W. D. Patterson, Andrew Mooney, Jackson Allen, Albert Turba, B. Mahler, R. M. Parmely, Joseph Goodhart, W. R. Wilbur, M. J. Reddy, E. R. Felton, Ed. O. Peets, Geo. G. Mulhern, Dr. G. A. Gilbert, A. C. Melichar, Philip Voelkle.

1890.

Dr. J. A. Gilbert, Dr. D. B. Smith, John F. Brennan, Ferd. Gunzenhauser, Dr. J. S. Campbell, James W. Stewart, Dr. O. B. Campbell, Andrew Mooney, A. W. Beman, Albert Turba, Joseph Goodhart, R. M. Parmely, F. H. Morris, Peter Zucker, M. J. Reddy, E. R. Felton, James Wood, W. R. Wilbur, A. G. Melichar, Norman B. Wood.

1891.

Dr. J. A. Gilbert, Dr. D. B. Smith, John F. Brennan, W. C. Ruthenberg, Dr. J. S. Campbell, James W. Stewart, Dr. O. B. Campbell, James F. Walsh, A. W. Beman, F. C. Friend, Joseph Goodhart, Dr. E. A. Campbell, F. H. Morris, Dr. A. E. Meyer, M. J. Reddy, Dr. J. E. Cook, James Wood, W. R. Wilbur, Henry Hoffman, N. B. Wood.

## EXPLANATORY.

The material for the table of statistics given herewith is obtained from the Annual Report of the Cleveland Public Schools for the years ending Aug. 31, 1870 to 1900, inclusive. The registration of each grade in all but the Normal school is used. By following the diagonal lines, one can note the progress of each class, from its entrance in the D Primary grade, during the years ending Aug. 31, 1880 to 1889, inclusive, to its graduation from the A High school grade. Such statistics as can be included of the other classes entering during the years ending Aug. 31, 1870 to 1879, inclusive, and 1890 to 1900, inclusive, are used, in order to give a body of figures covering twenty years in each grade,—enough to afford a fair perspective.

Beneath the line devoted to the registration of each grade will be found, first, a line of figures giving the percentage of annual loss or gain, and another line of figures giving the percentage of total loss, in the registration of the several grades. At the right of these figures is a table of averages which sum up what has gone before. The footings give the annual registration in the Primary, Grammar and High school grades for the years ending Aug. 31, 1880 to 1900, and the average percentage of annual loss for each year, beginning with 1882. There is also given a table of percentages showing what portion of the entire registration of the schools is included in the Primary, Grammar and High school grades, respectively, during each year, together with a table of averages deduced therefrom, covering the same periods as those covered in the table of averages directly above them.

It may be well to add a word of explanation concerning the first column of figures in the tables. Under the date of each of the years therein included will be found the registration of the D Primary class of such year. Following the diagonal line one will find in the column for the year 1881 the registration of the class upon reaching the grade it attained in that year.

JAS. G. HOBBIE.

	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1
1880	5984	6177	7334	7602	7111	7164	7426	6799	7378	7785	
2	1879	3857	4387	4866	5546	5595	5323	5761	6190	5774	
3	1878	3710	3994	4197	4958	5245	5143	5333	5812	5720	
4	1877	3387	3249	3723	3987	4705	4751	4636	5415	5188	
5	1876	2701	2774	2715	2911	3218	3270	3463	3197	3645	
6	1875	1698	1954	1852	1835	2142	2414	2354	2680	2476	
7	1874	1118	1227	1409	1412	1450	1667	1742	1853	1989	
8	1873	1151	1010	1071	1160	1179	1326	1444	1544	1657	
9	1872	545	571	629	658	530	569	614	618	697	
10	1871	237	235	216	258	366	416	408	425	436	
11	1870	145	93	127	142	178	233	295	262	244	
12	57	106	92	84	160	181	196	251	243		
24783 26949 28437 30642 32538 32724 33045 35630 35854 3											

	1881	1882	1883	1884	1885	1886	1887	1888	1889	1
PRIMARY	69.12	70.39	71.59	72.41	71.64	69.19	68.18	69.59	68.24	6
GRAMMAR	26.91	25.88	24.67	23.87	24.55	26.53	27.24	26.04	27.24	2
HIGH SCHOOLS	3.97	3.73	3.74	3.72	3.81	4.28	4.58	4.37	4.52	4

72 1893 1894 1895 1896 1897 1898 1899 1900  
1997 9341 9422 9976 10830 11720 12257 12442 1251

116 7515 7123 7103 7527 7908 8074 8129 8581

22.02 26.29 28.74 24.61 24.55 26.93 31.1 33.63

382 7277 6881 7185 7061 7339 7851 7908 8164

+572 2.26 8.44 +0.87 0.59 2.5 072 2.06 +0  
25.41 30.43 32.58 23.08 25.06 26.43 27.31 28.23 3

403 5254 5990 6390 6853 7120 7267 7751 7782

06.34 2.28 17.82 +0.13 4.62 10.83 0.98 1.27 +1.  
20.57 26.89 42.78 32.43 26.53 24.43 27.16 28.43 3

385 4094 4594 5552 5795 5789 5875 5957 6454

23.10 24.26 12.64 7.31 15.97 15.53 17.49 18.02 16.  
24.12 47.41 44.87 46.96 43.17 38.03 27.65 40.29 4

940 2708 3504 3922 4386 4564 4637 4640 4849

24.83 20.06 14.29 14.63 21.00 21.24 19.90 21.02 18  
26.78 63.29 34.93 32.93 38.10 33.24 30.36 30.75 2

750 2026 2268 2891 2852 3335 3488 3512 3542

26.99 3109 16.25 17.61 27.28 23.96 23.58 24.26 22  
22.74 70.20 69.26 62.86 63.77 68.14 65.79 62.40 4

280 1393 1787 1912 2024 1973 2373 2460 255

34.02 28.57 11.80 15.70 29.90 30.82 28.86 29.47 27  
23.44 21.24 73.72 74.08 74.00 76.32 79.88 75.87

332 227 487 1338 1201 1253 1292 1463 1512

29.53 35.23 29.15 25.13 37.19 38.10 34.52 32.35 38  
29.21 29.25 26.71 20.32 23.72 24.01 24.49 25.24 2

41 534 586 734 859 831 877 871 941

42.63 3532 29.14 25.63 35.80 30.81 3001 32.59 32  
22.22 23.07 22.43 20.12 27.27 28.74 27.45 29.55 2

100 384 351 441 453 586 569 567 531

19.52 2902 24.27 24.74 28.28 31.78 31.53 25.35 32  
24.33 24.25 25.43 24.32 28.90 21.38 20.91 22.72

52 290 308 340 377 367 505 477 462

+16.66 27.50 19.79 3.13 19.50 18.98 13.52 16.17 17.  
22.22 25.05 25.46 25.29 25.14 25.06 22.57 23.13 5

26 41643 43806 48284 50213 52725 55063 56177 51909

72 1893 1894 1895 1896 1897 1898 1899 1900

81 70.57 67.15 64.52 64.26 64.57 64.38 64.49 63.97

29 24.54 27.75 29.57 29.98 29.67 29.73 29.49 30.03

0 4.89 5.10 5.91 5.76 5.76 5.89 6.02 5.98

1 <sup>ST</sup> YEAR
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PRIM:
GRAM:
HIG.
SCHO.



1892.

Dr. J. E. Cook, Dr. D. B. Smith, John N. Wagner, W. C. Ruthenberg, Dr. J. S. Campbell, James W. Stewart, E. W. Horn, James F. Walsh, Thomas H. Evans, Frank C. Friend, Joseph Goodhart, Dr. E. A. Campbell, F. H. Morris, Dr. A. F. Meyer, M. F. Barret, John A. Zangerle, Dr. J. A. Gilbert, Fred C. Elmer, Henry Hoffman, H. D. Flandermeyer.

1893.

H. Q. Sargent, school director; Wm. Backus, Jr., Thos. Boutall, W. E. Buss, M. R. Daykin, S. S. Ford, Martin House, F. C. McMillin.

1894.

H. Q. Sargent, school director; Wm. Backus, Jr., Thos. Boutall, W. D. Buss, M. R. Daykin, S. S. Ford, Martin House, F. C. McMillin.

1895.

H. Q. Sargent, school director; Wm. Backus, Thos. Boutall, W. D. Buss, M. R. Daykin, S. S. Ford, Martin House, Wm. Downie.

1896.

H. Q. Sargent, school director; Mrs. Elroy M. Avery, Wm. Backus, Jr., Thos. Boutall, M. R. Daykin, S. S. Ford, Martin House, Wm. Downie.

1897.

H. Q. Sargent, school director; Mrs. Elroy M. Avery, Wm. V. Backus, Thomas Boutall, W. D. Buss, M. R. Daykin, Martin House, Mrs. B. F. Taylor.

1898.

H. Q. Sargent, school director; Thomas Boutall, W. D. Buss, M. R. Daykin, Fred C. Elmer, Martin House, F. A. Kendall, Mrs. B. F. Taylor.

1899.

H. Q. Sargent, school director; Thomas H. Bell,

Thomas H. Boutall, W. D. Buss, Fred C. Elmer, Martin House, F. A. Kendall, Mrs. B. F. Taylor.

1900.

H. Q. Sargent, school director, Thomas H. Bell, Thomas Boutall, W. D. Buss, Fred C. Elmer, Martin House, F. A. Kendall, Mrs. B. F. Taylor.

1901.

Thomas H. Bell, school director; Thomas Boutall, W. D. Buss, W. T. Clark, M. M. Hobart, Martin House, F. A. Kendall, Mrs. B. F. Taylor.

## LIBRARY BOARDS.

1878.

Hon. Sherlock J. Andrews, Rev. J. W. Brown, Col. John Hay, Col. W. F. Hinman, Dr. H. McQuiston, W. J. Starkweather, Dr. William Meyer.

1879.

Hon. Sherlock J. Andrews, Rev. J. W. Brown, Col. John Hay, Col. W. F. Hinman, Dr. H. McQuiston, Dr. Wm. Meyer, W. J. Starkweather.

1880.

Rev. J. W. Brown, D. D., E. M. Hessler, W. J. Akers, L. F. Bauder, Col. W. F. Hinman, Dr. Wm. Meyer, E. R. Perkins.

1881.

Rev. J. W. Brown, D. D., E. M. Hessler, W. J. Akers, L. F. Bauder, Col. W. F. Hinman, Dr. Wm. Meyer, E. R. Perkins.

1882.

M. D. Leggett, Levi F. Bauder, H. C. Brainerd, L. Breckenridge, William Meyer, F. Muhlhauser, H. C. Ranney.

1883.

M. D. Leggett, Levi F. Bauder, H. C. Brainerd, L. Breckenridge, William Meyer, F. Muhlhauser, H. C. Ranney.

1884.

John G. White, H. C. Brainerd, L. Breckenridge, William J. Gleason, J. H. Kennedy, Ernst Klussman, Theo. A. Weed.



1885.

John G. White, H. C. Brainerd, L. Breckenridge, William J. Gleason, J. H. Kennedy, Ernst Klussman, Theo. A. Weed.

1886.

H. C. Brainerd, L. Breckenridge, W. J. Gleason, J. H. Kennedy, W. C. Pollner, M. Rosenwasser, John G. White.

1887.

H. C. Brainerd, L. Breckenridge, W. J. Gleason, John C. Hutchins, J. H. Kennedy, W. C. Pollner, H. W. S. Wood.

1888.

H. C. Brainerd, L. Breckenridge, John C. Hutchins, J. H. Kennedy, W. C. Pollner, Vaclav Snajdr, Henry W. S. Wood.

1889.

H. C. Brainerd, H. O. Beck, Dr. A. B. Carpenter, Z. M. Hubbell, John C. Hutchins, P. H. Lavan, Henry W. S. Wood.

1890.

Dr. H. C. Brainerd, Dr. A. B. Carpenter, Z. M. Hubbell, John C. Hutchins, P. H. Lavan, W. C. Pollner, Henry W. S. Wood.

1891.

Henry W. S. Wood, John C. Hutchins, Dr. O. B. Campbell, Dr. A. F. House, Z. M. Hubbell, P. H. Lavan, W. C. Pollner.

1892.

Henry W. S. Wood, John C. Hutchins, Dr. O. B. Campbell, Evan H. Hopkins, Dr. A. F. House, Z. M. Hubbell, Mars E. Wagar.

1893.

John C. Hutchins, Evan H. Hopkins, Dr. O. B. Campbell, Mars E. Wagar, J. A. Smith, Dr. A. F. House, Z. M. Hubbell.

1894.

John C. Hutchins, Evan H. Hopkins, N. A. Gilbert, E. W. Horn, Z. M. Hubbell, Mars E. Wagar, J. A. Smith.

1895.

John C. Hutchins, Evan H. Hopkins, N. A. Gilbert, E. W. Horn, C. H. Nau, J. A. Smith, Mars E. Wagar.

1896.

John C. Hutchins, Evan H. Hopkins, N. A. Gilbert, E. W. Horn, C. H. Nau, J. A. Smith, Mars E. Wagar.

1897.

John C. Hutchins, Evan H. Hopkins, E. W. Horn, C. H. Nau, R. K. Pelton, J. A. Smith, Mars E. Wagar.

1898.

John C. Hutchins, Harry Dixon, Frank H. Baer, E. W. Horn, Charles F. Olney, William R. Palmer, R. K. Pelton.

1899.

William R. Palmer, Edward W. Horn, Harry Dixon, Frank H. Baer, Charles F. Olney, Russel K. Pelton, Cady Staley.

1900.

E. W. Horn, Harry Dixon, R. K. Pelton, Charles F. Olney, Frank Baer, W. R. Palmer, Cady Staley.

1

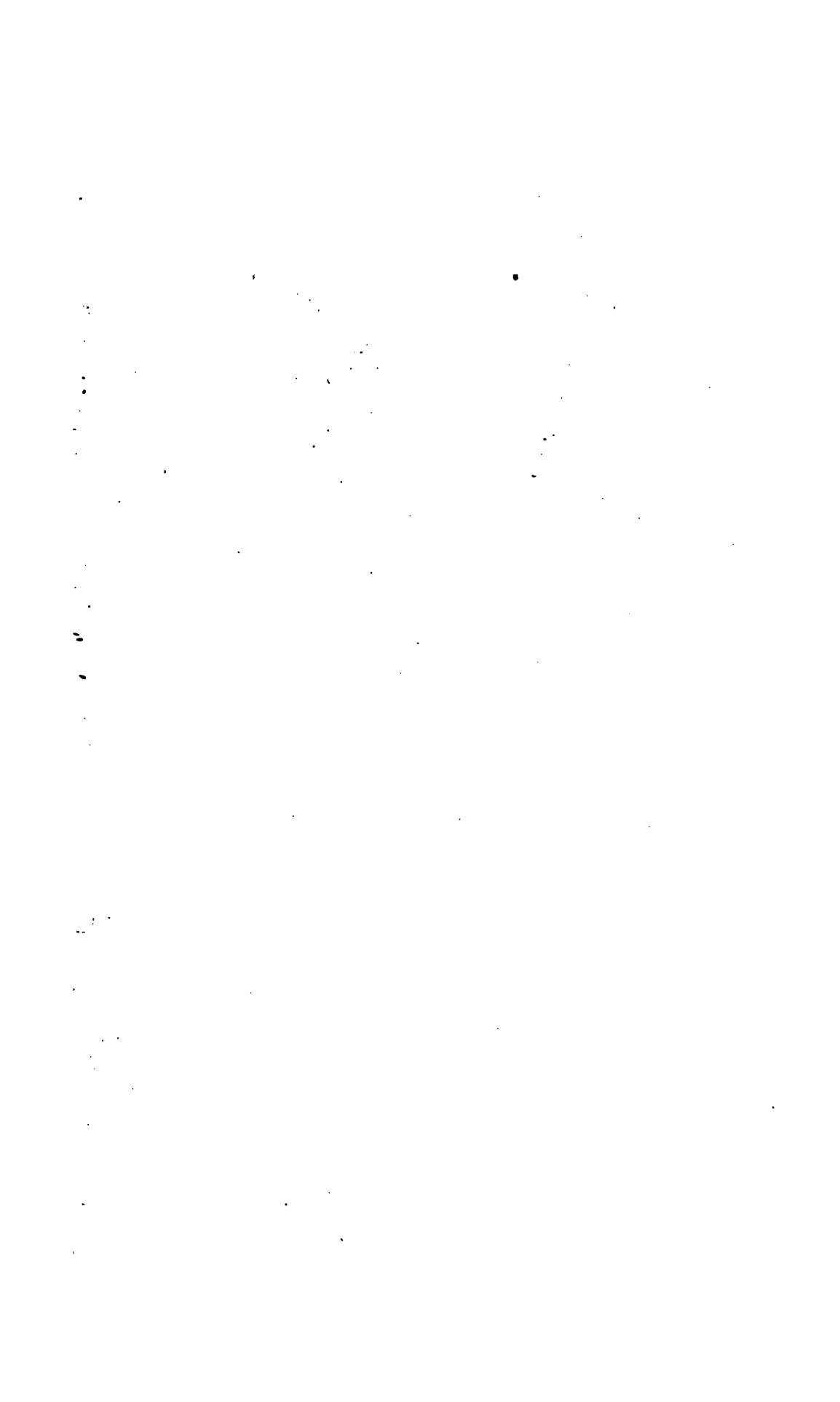
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Age Group	Percentage
18-24	85%
25-34	75%
35-44	65%
45-54	55%
55-64	45%
65-74	35%
75-84	25%
85+	10%

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